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ABSTRACT

This guide, which is intended primarily for school and college personnel interested in initiating or improving work-based learning, examines the development and implementation of work-based education programs in Washington. The following topics are discussed: the rationale for work-based learning (legislative and educational change information, benefits of work-based learning, and selected work-based learning strategies); program planning (issues, the coordinating role of steering committees, and the importance of administrative support and broad-based involvement); program implementation (responsibilities of educational institutions, employers and/or supervisors, students, and parents and guardians; considerations in developing learning sites, connecting students with experiences, and reinforcing learning; and marketing and evaluation; and legal issues (wage, hour, and child labor laws; the Americans with Disabilities Act; concerns regarding privacy, medical issues, sexual harassment, and liability). Appendixes constituting approximately 60% of the guide contain the following: Washington's definition of work-based learning; national career development guidelines; highlights and summaries of state and federal legislation related to work-based learning; information about skill standards; sample forms, documents, surveys, and letters; policies and information related to credit; workplace characteristics and skills identified by the Secretary's Commission on Achieving Necessary Skills; information related to developing learning objectives; educational taxonomies; and sample policy related to liability issues. (MN)

ED 410 421

Washington State Guide to Planning, Implementing and Improving Work-based Learning

A Guide for Educators at All Levels

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Dear Reader:

Implementation of Washington State's School-to-Work grant is coordinated by a partnership among:

Association of Washington Business
State Board for Community and Technical Colleges
Superintendent of Public Instruction
Washington State Labor Council
Workforce Training and Education Coordinating Board

This Guide was developed under the auspices of the State Board for Community and Technical Colleges with input from a wide range of interested individuals and groups, including educators at all levels. Primary oversight was provided by the following members of the Work-based Learning Taskforce:

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An effort such as the one undertaken to prepare and distribute this Guide requires a broad base of cooperation and support. Many people reviewed various drafts, and in some cases submitted materials which have contributed to the comprehensiveness of the document. Mary Miller and Elaine Fischer of the Department of Labor and Industries provided invaluable assistance in preparing the Legal Issues section. Cal Crow from the Center for Career and Work-Related Education (CCWRE) at Highline Community College helped with the overall writing and editing and provided material used in both the main document and some of the appendices. Additional input was given by Kate McPherson of Project Service Leadership and Lois Malnar of Highline Community College. Peggy Moe gathered most of the quotes and case studies. Bill Crossman of OSPI, Alan Hardcastle of the Workforce Training and Education Coordinating Board, Carol Monohon of the Association of Washington Business, and Randy Loomans of the State Labor Council AFL-CIO provided valuable feedback and input.

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Sincerely,

Michael Porter
State Board for Community and
Technical Colleges

Michael Gordon
Editor

NOTICE:

Pending receipt of permission to use original quotes and/or case studies, the final version of this guide will include original quotes, including names.

Update Request Form

It is anticipated that various parts of this Guide will require periodic updating. These revisions as well as additional information and resources are available at website www.wa-wbl.com or by contacting the Washington State Work-based Learning Resource Center, 206-870-3737 or 800-643-4667.

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Washington State Guide to Planning, Implementing and Improving Work-based Learning

A Guide for Educators at All Levels

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INTRODUCTION

Work-based learning is an exciting and effective way to strengthen education for every student. Through strategies such as cooperative education, internships, clinical experiences, supported employment, service learning, apprenticeships, school-based enterprises, and mentorships, students use real world experiences to apply concepts and skills learned in the classroom. Because work-based learning supports what is known about how people learn and is consistent with accepted career development theory, it provides educators at all levels with a valuable new tool to improve the teaching process.

Successful work-based learning is based on a true partnership, requiring new roles and responsibilities for both educators and the broader community. Everyone involved should understand and support the importance of quality work-based learning as an integral part of the educational process.

As described in more detail below, American education is undergoing major change, with discussions shifting from programs and courses to competencies and outcomes. What individuals know and can do will become far more important than where or how they learn it. This shift requires new ways of thinking about educational delivery and terminology.

Although this guide focuses on the development, implementation and improvement of work-based learning, it is important to remember that this is only one component of the many changes currently being implemented throughout the educational system. Communities will realize the fullest benefits of these initiatives only if they are connected and coordinated.

"Through employment experiences, students begin to see connections. They can observe other adults who are in an environment where they are successfully employed, raising families and playing an active role in the betterment of their own communities. They develop relationships with adults who can provide positive role models for them, if that is missing from their own families. And most importantly, they can gain valuable skills that will make them better able to stay on a job once they are hired. They learn to develop the skills that every employer values—a professional attitude, pride in workmanship and dependability."

—Sue E. Kitchel, Director
Kitsap County Youth Job Training Programs

ABOUT THIS GUIDE

This guide is primarily for school and college personnel who want to initiate, implement or improve work-based learning. This includes instructors, administrators and support personnel. The guide can also be helpful to employers and others in the community who are interested in increasing their understanding of work-based learning.

The guide has two purposes: 1) to be a detailed reference for those who are developing work-based learning, and 2) to be a comprehensive resource for individuals who are already involved in providing work-based learning opportunities for students.

In this guide, work-based learning at a school, district or college will be referred to as a component of the overall educational process. Different types of work-based learning experiences such as cooperative education, internships, and job shadowing will be called ***strategies***. The word "program" will be used when referring to an administrative unit created within an institution. For example, some schools and colleges provide centralized staff and office space to support cooperative education across the curriculum.

Work-based learning requires a relationship between the educational institution and a workplace or other community site. In the case of unpaid or service learning situations, the community representative may not be an "employer" in the strictest sense. However, to avoid unnecessarily cumbersome terminology in this guide, the term employer will be used to include all workplace or agency personnel.

The guide is comprised of four sections and an Appendix. A brief description of each one follows:

Overview of Work-based Learning

This section provides a rationale for work-based learning, legislative and educational change information, a listing of benefits, and definitions of several work-based learning strategies.

Planning for Work-based Learning

This section outlines considerations and issues which must be addressed in planning work-based learning. The coordinating role of a steering committee is described and the importance of administrative support and of broad-based involvement in the process are discussed.

Implementing Work-based Learning

This section lists the responsibilities of the educational institution, the employer or supervisor, the student, and parents or guardians in the successful implementation of work-based learning. Operational processes, i.e., developing learning sites, connecting students with experiences, and reinforcing learning are discussed. Marketing and evaluation are also covered.

Legal Issues

This section provides an overview of wage and hour and child labor laws; the Americans with Disabilities Act (ADA); and concerns related to confidentiality/privacy, medical issues, sexual harassment and liability. The focus is on the related responsibilities of educators and how each area relates to work-based learning.

Appendix

The appendix provides additional material related to topics covered in the narrative of the guide. It also indicates how to obtain more in-depth resources, answers to specific questions, and a variety of publications, sample forms and documents. In using sample items, schools, districts, and colleges are encouraged to adapt them to meet local needs.

Although most of the information in this guide applies to all educational levels, institutional or organizational differences or legal concerns requiring different approaches are clearly indicated. Examples include references to parents/guardians, which apply primarily to K-12 students; laws covering students under a particular age; and differences in compensation and workload between K-12 and postsecondary staff.

This guide is intended to be a work in progress, representing the best thinking of its contributors at the time of publication. There will undoubtedly be a need for periodic revisions and updates as the experiences and innovations of the users generate new practices. Because there is not "one right way" to implement work-based learning, approaches that have stood the test of time are shared to provide information and ideas, not to limit creativity and imagination.

OVERVIEW OF WORK-BASED LEARNING

Prior to the twentieth century most learning in this country was directly related to work. Young people learned either by watching their parents or working alongside them, and through apprenticeships with experts. With industrialization, work changed and became separated from learning. Over time this gap between education and work continued to grow, and soon many concepts were being taught without a context.

Although students completed assignments "because the teacher told them to," they often could not articulate what they were learning or why. Working with content that had little or no inherent meaning made it difficult for them to apply what they knew and understood. This lack of application often meant that learning was quickly forgotten and skills never fully developed. Work-based learning provides meaning for students by linking the classroom to the world-at-large, and by narrowing the gap between theory and practice.

Work-based learning has often been directed toward students in special programs or those whose needs are not met by traditional instructional methods. The benefits of work-based learning for ***all*** students have become more apparent in recent years. Changes in the workplace emphasize the need for highly skilled employees whose training includes practical work experience. In today's competitive global economy, an organization's success or failure is determined by the knowledge and skills of its workers. The pressure to succeed in this increasingly sophisticated marketplace causes employers to seek experienced workers whose training has prepared them for the day-to-day challenges of a high-performance work environment.

"Our economic future depends on our ability to train the next generation of scientists, engineers, entrepreneurs, and skilled workers."

—Rudy Castruita, San Diego County Superintendent of Schools (1994)

Continual changes in technology have contributed to the widening gap between education and the needs of the workplace. Schools simply cannot afford to upgrade their technology to meet the changing demands of industry. However, the latest technology is available in many workplaces. Sharing these resources with schools can result in more energetic, knowledgeable, focused and willing students who are likely to create a better trained workforce. Work-based learning encompasses many different strategies, all made possible through the development of partnerships between educational institutions, employers and the community.

RATIONALE FOR WORK-BASED LEARNING

Work-based learning refers to a variety of instructional strategies that use a community site or workplace as a vehicle for learning and applying knowledge and skills required in ***a planned course of study****. Examples include cooperative education, shadowing, structured field trips, internships, clinical experiences, supported employment, service learning, apprenticeships, and school-based enterprises.*

➥ See Appendix A for the definition of work-based learning contained in Washington State's School-to-Work Implementation Grant.

Work-based Learning and Effective Teaching

Work-based learning is not a synonym for work experience or on-the-job training, nor does it mean awarding credit to students who work. Rather, it refers to ***learning experiences*** that occur outside the classroom, and which are monitored and supervised by both representatives of an educational institution and a community workplace.

Work-based learning supports school-based learning by increasing the number of learning sites available to students (learning is not limited to the classroom), by providing new contexts for learning (many traditional classroom activities are conducted without a clear context), and by having students apply what they know in a "real-world" environment.

Work-based learning clearly responds to research in the cognitive sciences. Consider the following statements from **The Double Helix of Education and the Economy**, published in 1992 by The Institute on Education and the Economy, Teachers College, Columbia University. The authors are Sue E. Berryman and Thomas R. Bailey.

> *"Extensive research, spanning decades, shows that individuals do not predictably transfer knowledge in any of three situations where transfer should occur. They do not predictably transfer school knowledge to everyday practice. They do not predictably transfer sound everyday practice to school endeavors, even when the former seems clearly relevant to the latter. They do not predictably transfer their learning across school subjects."*

To provide more effective learning programs, thereby increasing transferability, Berryman and Thomas recommend that learning situations—***for all students***—be organized "around the practices reflected in cognitive apprenticeships." In the cognitive apprenticeship model, content is presented in the context of real-world problems, and the "focus is on learning through guided experience."

Work-based Learning and Career Development

Effective work-based learning also enhances career development, defined by the National Occupational Information Coordinating Committee (NOICC) as "the lifelong process through which individuals come to understand themselves as they relate to the world of work and their role in it." To help people understand the knowledge and skills required to master this "lifelong process," NOICC asked experts from around the nation to identify competencies necessary for planning and managing a career. These became the National Career Development Guidelines, which delineate competencies and indicators for four developmental levels: Elementary School, Junior High/Middle School, High School, and Adult. Every work-based learning experience can help students master competencies and indicators found in the Guidelines.

➥ The Guidelines are in Appendix B.

LEGISLATION AND EDUCATIONAL CHANGE

In Washington State, work-based learning is consistent with both state and federal legislation to improve public education. It is also an important component of the systemic change resulting from pressures on education to prepare ***all students*** *more effectively and more efficiently.*

State Legislation

In 1993, the Washington legislature passed sweeping education reform legislation based on the assumptions that there should be more flexibility in how instruction is provided, and that instructional programs should be more relevant to students' future career and educational plans. The legislation directed each school district "to provide opportunities for all students to develop the knowledge and skills essential to:

1) Read with comprehension, write with skill, and communicate effectively and responsibly ***in a variety of ways and settings***;
2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3) Think analytically, logically, and creatively, and ***to integrate experience and knowledge to form reasoned judgments and solve problems***; and
4) ***Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.***"

(Emphasis has been added to areas that apply specifically to work-based learning.)

The legislation also created a ***Commission on Student Learning*** which was charged with developing Essential Academic Learning Requirements (also known as Essential Learnings) to be used as standards against which student competencies

can be assessed. Cited in the legislation was the importance of expanding students' post high school options by exposing them to a broad range of interrelated career and educational opportunities, by helping them make informed career decisions that will effect a successful transition from school to work, and by demonstrating the relevancy and practical application of coursework.

The Washington legislature found that: 1) preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students; 2) a successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress; and 3) schools that demonstrate the relevancy and practical application of coursework will expose students to a broad range of interrelated career and educational opportunities and will expand students' post high school options. In order to address these issues, the legislation recommended incentives that would enable schools to:

- integrate vocational and academic instruction into a single curriculum;
- provide students with multiple, flexible educational pathways based on their career interests; and
- foster partnerships with local employers and employees to develop work-based learning sites.

Federal Legislation

Each of the above recommendations can also be addressed by implementing the three basic components of School-to-Work cited in the federal **School-to-Work Opportunities Act of 1994**: school-based learning, work-based learning, and connecting activities.

School-based learning refers to a program of study that integrates academic and occupational instruction into a single curriculum. It addresses the Essential Learnings established by the ***Commission on Student Learning***, and meets the high academic standards established under the federal **Goals 2000: Educate America Act**. It also includes career exploration and counseling to help students identify and select or reconsider their post high school options by enabling them to choose from a broad range of career and educational opportunities.

Work-based learning refers to a variety of learning experiences that occur at a worksite rather than in a classroom, and which are monitored and supervised by a representative of an educational institution.

Connecting activities bridge school-based and work-based learning through a variety of linking, brokering and liaison-building strategies. Examples include: 1) matching students with community-based opportunities; 2) using school site mentors as liaisons between educators, business, parents/guardians, and community partners; 3) providing technical assistance to help teachers integrate school and work-based learning as well as academic and occupational subject matter; 4) linking existing youth development organizations and activities with community and industry

strategies to upgrade worker skills; 5) linking students with disabilities to adult service agencies; providing guidance and counseling services.

Also at the federal level, the **Individuals with Disabilities Education Act of 1990 (IDEA)** requires that every eligible student with a disability have transition services incorporated into his or her individualized educational program (IEP) no later than age sixteen. Work-based learning is a major component of appropriate transition services.

➥ Appendix C contains highlights and summaries of legislation related to School-to-Work and work-based learning.

Postsecondary Education

In addition to the legislation and change described above, which apply to or affect postsecondary institutions, other trends and movements encourage the development and strengthening of work-based learning at this level. For example, an increasing focus on what students know and can do is directing attention to learning rather than teaching. A related trend is the growing interest in using prior learning assessment (PLA) to award college credit for clearly documented, previous learning in the workplace and elsewhere. The need for more applied experiential learning in general is gaining wider acceptance.

Washington's community and technical colleges are facing a number of challenges which may lead to more work-based learning. These include the need to make education more relevant, to work with business and industry in both the preparation of new employees and the training of the existing workforce, the likelihood of playing a significant role in welfare reform, and the continued expansion of technology.

Skill Standards

One movement related to work-based learning which affects community and technical colleges in particular, but will have implications for all educational levels, is the development of ***skill standards***. Skill standards are performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace.

As skill standards are developed for various industries, they will provide an assessment benchmark against which both prior and current learning can be measured. Work-based learning will be able to use skill standards as part of the learning objectives developed for each experience. In addition, by specifying what an individual needs to know and be able to do, skill standards can help educators decide which learning can take place most effectively in the classroom and which might be learned best in a work setting.

➥ Appendix D contains more information about skill standards.

BENEFITS OF WORK-BASED LEARNING

Effective work-based learning provides a wide range of specific benefits to students, employers, educational institutions and communities:

For the Student

- Provides opportunities to apply academic proficiencies
- Establishes a clear connection between education and work
- Increases motivation and retention by showing relevance of classroom content
- Provides opportunities to explore possible careers
- Enhances skill development
- Improves post-graduation job prospects
- Develops workplace responsibility
- Provides opportunities to learn about workplace realities
- Provides opportunities for leadership development
- Shows how to participate meaningfully in the community
- Provides opportunities to learn about the non-profit and service sectors
- Provides opportunities to develop relationships with adults outside of education
- Establishes professional contacts for future employment and mentoring
- Provides opportunities for increasing self-determination and self-advocacy skills
- Establishes positive work habits and attitudes
- Encourages staying in school and program completion
- Helps develop an understanding of the workplace
- In some cases paid opportunities can help defray educational costs

For the Employer

- Provides well-prepared employees
- Offers a source of skilled and motivated future employees
- Reduces the costs of recruitment and training
- Improves employee retention
- Provides technical assistance with employee training
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service
- Encourages involvement in the curriculum development process
- Enables employers to develop new projects with student assistance
- Gives the business a direct return on the tax dollar
- Increases employer visibility in education
- Provides opportunities to communicate required job specific proficiencies to educational personnel

For the School or College

- Expands curriculum and learning facilities
- Provides access to latest sophisticated equipment
- Enhances education's ability to meet the needs of diverse student populations
- Provides opportunities for individualized instruction
- Makes education more relevant and valuable for students
- Increases student retention
- Maximizes enrollment in retraining programs
- Augments interaction between education and the business community
- Promotes faculty interaction with community
- Contributes to faculty/staff development
- Keeps curricula up-to-date through communication with employers
- Facilitates communication regarding actual proficiencies required by employers/occupations

For the Community

- Provides an informed, competent, and productive workforce
- Ensures cooperation and understanding between education and community
- Generates opportunities to benefit from the energy and creativity of students
- Provides needed services
- Builds confidence in the educational system
- Encourages respect and tolerance among different groups
- Increases buying power of students
- Enhances awareness of local employment opportunities
- Builds the foundation for a more productive economy

WORK-BASED LEARNING STRATEGIES

Work-based learning takes place out of the classroom, usually in a business or community organization. Work-based learning strategies include:

- Field trips
- Job shadowing
- Mentorships
- Structured work experiences including:
  - Cooperative education
  - Internships
  - Clinical experiences

- Supported employment
- Service learning
- Apprenticeships

- School-based enterprises

✓ ***For information and additional resources related to work-based learning strategies, contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

Definitions of Major Work-based Learning Strategies

FIELD TRIPS

Specially planned field trips provide opportunities for groups of students to explore different workplaces. When students are well-prepared before-hand, they ask probing questions about workers' backgrounds and interests, in addition to questions about the product or service provided and the knowledge and skills required to do the job. Although field trips are generally an exploratory strategy used with younger students, they can be effective with all ages.

JOB SHADOWING

Job shadowing is one of the most popular work-based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. Job shadows involve brief student visits to a variety of workplaces, during which time students "shadow," observe, and ask questions of individual workers. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career pathways, related skills requirements, and future educational options. Characteristics of job shadowing include:

- Varying time commitments from one hour to one full day per student
- Providing students with realistic views of a specific jobs
- Allowing students to observe employees on the job
- Allowing students time to ask questions
- Requiring students to complete related class assignments (journal, focused questions, etc.)

MENTORING

A mentorship is a formal relationship between one student and one worksite role model who provides support and encouragement to the student. Mentors help students become accustomed to the rules, norms, and expectations of the workplace, and provide career insight and guidance based on personal career experience. Mentors serve as resources to students, helping them resolve personal problems and work-related issues and conflicts. Characteristics of mentoring include:

- Varying time commitments from one hour to one full day per student
- Providing a learning activity (non-paid), not an actual job
- Providing an experienced practitioner to serve as an advisor and coach
- Providing career insights and showing how basic skills relate to success
- Assisting in matching students with mentors

SPECIAL PROJECTS

Employers or community agencies sometimes have projects which can be completed by students either at the educational institution or at the workplace or community site. These projects involve producing goods or services of value to the employer or agency. Examples can include creating a newsletter, generating planning documents or models, conducting research, or assisting with community surveys.

STRUCTURED WORK EXPERIENCES

Structured work experiences occur at the worksite and are tied to the classroom by curriculum which coordinates and integrates school-based instruction with worksite experiences. These competency-based experiences involve written training agreements between the school and worksite, and written individual learning plans that link the student's worksite learning with the content and outcomes of the classroom coursework. Some special education students may participate in structured work experiences without being enrolled in a related academic or vocational-technical course.

Student progress in achieving learning plan goals is supervised and evaluated collaboratively by school and worksite personnel. Worksite supervisors help students resolve real problems using appropriate workplace skills and attitudes. Structured work experiences may be paid or unpaid; may occur in a public, private or non-profit organization; may or may not result in academic credit and/or outcome verification; and involve no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. Structured work experience strategies include:

Cooperative Education

Cooperative education (co-op) is a learning strategy which integrates classroom instruction with productive, structured work experiences that are directly related to the goals and objectives of the students' educational program. Schools and participating businesses/organizations develop written training and evaluation plans to guide and measure the progress and the success of the student.

By integrating on-the-job, practical field experience with academic studies, cooperative education offers students a chance to extend the classroom into a workplace setting. Co-op experiences are both paid and unpaid, and result in graded academic credit for students. Co-op placements can extend over several terms or years, depending on the nature of the experience and the needs of the student. Students who participate over several terms at the same site are expected

to show a progressive trend toward new experiences and competencies. Cooperative education requires a three-way working relationship among an employer, the school and the student. Characteristics of cooperative education include:

- Demonstrating relevancy of academic and technical skills needed on the job
- Providing an opportunity to gain on-the-job knowledge and/or technical skills
- Providing students with on-the-job training by a skilled employee
- Ensuring that students are enrolled in a related academic or vocational-technical course

Internships

Internships are activities which engage students in learning through practical worksite experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program, and may be paid or non-paid. Some programs use the term practicum to refer to an activity where students apply academic or vocational skills in a work or simulated work environment. These activities are programmatically so similar to internships that for the purposes of this guide, only the term internship will be used. Characteristics of internships include:

- Allowing students to observe the world of work and to develop needed work skills
- Targeting experiences to students' chosen career field
- Allowing students to learn work terminology, work climate and business/industry protocol

Clinical Work Experience

Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. These experiences usually take place in medical settings, where students have opportunities to practice the skills they have learned in the classroom.

Supported Employment

Supported employment, like clinical work experiences, are structured work experiences that require on-site supervision by trained classified personnel or employees of the business who receive training and support from school personnel in working with students with significant disabilities. Unlike clinical experiences, however, supported employment may take place in a variety of settings, including food service, industrial, or medical, where students with significant disabilities have the opportunity to learn skills in the setting in which the skills are typically used. Unlike many vocational models, supported employment is a place/train/support model rather than a train/place/support model.

Service Learning

Service learning is a strategy in which students learn and develop through active participation in thoughtfully organized service experiences that:

- are conducted in and meet the needs of a community;
- are coordinated between the school and the community;
- are integrated into and enhance the students' academic curricula;
- provide structured time for students to reflect on the service experience;
- provide students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- enhance what is taught in schools by extending student learning beyond the classroom and into the community, thereby fostering the development of a sense of caring for others.

Students may receive stipends.

Apprenticeships

Apprenticeship is a formal system of training in occupations that require a diverse range of skills and knowledge, as well as maturity, independence, and judgment. Apprenticeships involve planned day-by-day training on the job and experience under proper supervision, combined with required school-based technical and academic studies in subjects related to the occupation. All apprentices must be trained under the standards approved by the Washington State Apprenticeship and Training Council and each individual must be registered with the Apprenticeship Division of the Department of Labor and Industries.

SCHOOL-BASED ENTERPRISES

A school-based enterprise involves goods and services being produced by students as part of their educational program. School-based enterprises typically engage students in the management of a business that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's program.

✓ ***For information and additional resources related to work-based learning strategies, contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

Work-based Learning in Action—Yolanda's Story

At Yolanda's high school, all ninth grade students take a career education Pathways class. Students initiate a six-year career plan to guide them through high school and into postsecondary education or training. Staff mentors assist tenth through twelfth graders with registration, and with career and academic planning. Students can choose classes that integrate their academic and career preparation courses. For example, they can choose a two-hour block English-Technology class, or a three-hour English, Technology and Science block class.

Yolanda is an example of how a student can benefit from such planning. As a junior, she began an apprenticeship program in aircraft maintenance at the Naval Air Station on Whidbey Island, where she learned how to work on Navy helicopters. Her school counselor helped her schedule classes around the apprenticeship, which required four hours a day during the school year, and eight hours a day during vacations.

Yolanda feels strongly that the apprenticeship program has been an extremely valuable experience. She is currently employed at the Naval Base where she earns $14.95 an hour. Her long-term plans include college, and a career as a pilot in the United States Air Force.

PLANNING FOR WORK-BASED LEARNING

From the outset, everyone involved in the planning process must understand the mission of work-based learning. While people often think in terms of traditional work experience or career exploration, work-based learning is much more than that. It creates a two-way bridge between the classroom and the workplace which both the educational institution and the community cross regularly to help each student fully develop his or her potential. Planning discussions might begin with the question, "Why are we doing this?" One answer is that work-based learning is an excellent way to improve student learning. Another response is that it allows the community to help students integrate classroom learning with real life experiences.

SUPPORT OF ADMINISTRATORS

One of the most essential elements of successful work-based learning is administrative support. As an educational leader, the district superintendent, building principal or college president plays a key role, both by being an advocate in the external community, and by modeling and encouraging support and involvement of other educators.

Work-based learning requires faculty to assume roles beyond those associated with the traditional classroom. Administrative support is necessary to ensure that work-based learning is properly implemented and that appropriate in-service is provided

for personnel who may be taking on new roles. ***Evidence of administrative support might include:***

- Encouraging or requiring integration of work-based learning into ***all*** instructional programs.
- Supporting training and staff development activities.
- Making statements which can be used as part of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce.
- Advocating work-based learning to school directors, trustees, parents/guardians, and other community members.

COMMUNITY SUPPORT

Successful work-based learning requires strong community support, especially if high quality work sites are to be available in sufficient numbers. The planning process should include strategies for gaining this support, and for determining the level of willingness to become involved.

A carefully planned informational workshop for key employers and labor leaders, volunteer coordinators, community leaders, educators and parents/guardians can be an effective way to explain work-based learning. This type of workshop is most successful when it features personnel who have provided successful work-based learning opportunities for students. Workshop objectives could include generating a commitment from the community to support work-based learning, and selecting people to serve on a steering committee.

STEERING COMMITTEE

From the beginning, it is recommended that a coordinator be designated to head a steering committee responsible for planning and implementing work-based learning. This committee must have the time and resources to do the job and have a clear vision of school, district or college goals and how to reach them. In addition to teachers, administrators, support personnel, students and parents/guardians, the committee should include committed people from business and industry, labor, community agencies, legal and other professional fields. Efforts should also be made to ensure that the needs of students from special populations are represented on the committee. This can be done by including personnel from special education and multicultural programs, parents of students of color or students with disabilities, and community agency personnel who represent diverse populations.

The steering committee should draft a master plan to use as a blueprint. Input should be solicited from all those who will be affected by the plan, particularly staff, students, parents/guardians and employers. The plan should be presented to various affected groups and their input used to update and revise it. Clear benchmarks should be established on a timeline; specific, achievable tasks assigned to sub-groups; and communication about the degree of progress should be frequent.

The steering committee should also look at the logistics of managing an expanded work-based learning component. As the opportunities grow, increasing numbers of students, teachers and community representatives will be participating. It is important to have an organized system which provides thorough training for each person who works with students. Disorganization creates a negative impression of work-based learning and increases the potential for legal problems.

Give committee members real tasks and responsibilities in one or more of the following areas:

- *Curriculum Development*—Creating technical and academic curricula that support educational and career development goals.
- *Articulation*—Establishing partnerships and linkages with other educational programs.
- *Student Relations*—Introducing work-based learning to students and parents/guardians; helping orient students and providing support services for work-based learning participants.
- *Community Relations and Marketing*—"Spreading the word." Informing community members and employers about the existence and potential benefits of work-based learning and encouraging them to participate.
- *Worksite Development*—Identifying, recommending and helping establish worksites where students can learn and make meaningful contributions.
- *Evaluation*—Evaluating outcomes and conducting follow-up or follow along studies to ensure that the needs of all program participants are being met.
- *Staff Development*—Preparing school and worksite staff to meet the needs of students through work-based learning.

BUILDING ON EXISTING STRENGTHS

It is important to build on the practices already in place rather than to impose an external, packaged approach. People need to "own" the concept before they will become committed to it. If the district, school or college is already doing community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, conduct a survey and compile a simple database of strategies being used; educational personnel, employers and agencies involved; and numbers of students participating. Invariably, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine tuning, will become excellent work-based learning strategies.

Becoming knowledgeable about what others are doing can also be helpful. Gathering information about successful work-based learning and observing implementation can help identify practices which can be incorporated locally. Collaborate with other educational institutions and community agencies in the area.

Many K-12 special education departments are already developing work-based learning opportunities. To avoid duplication of efforts, districts and schools should work toward developing one system.

Although it is necessary to develop materials that meet institutional needs, it is also important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially among worksites and agencies which participate in work-based learning with several educational entities.

DEVELOPING LOCAL POLICIES

Implementing work-based learning may require either new institutional policies or the modification of existing ones. Some areas which may be affected include student transportation, faculty compensation, and liability. The planning process should include an ongoing review of any state or federal policies which may affect the development of work-based learning.

INVOLVING TEACHERS AND COUNSELORS

Expanding the walls of the classroom into the larger community will require preparing students adequately for work-based learning environments. This transition will also require that educators develop new knowledge and skills as they work more closely with employers.

Teachers and counselors play a dual role in work-based learning, first by helping to design specific applications and then in implementation. Designing and implementing work-based learning requires fundamental changes in standard practices. Teachers collaborate with employers and other community personnel to develop integrated curricula, team-teach with their peers, and "coach" rather than assume the role of expert. Guidance counselors connect students to a range of options including, but not limited to, further education. Without strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional educational process.

***Ways to foster interest in work-based learning include*:**

- *Bringing teachers and counselors into the process early.* Unless they have an opportunity to influence the design process, it is unlikely that they will take implementation seriously.
- *Linking work-based learning goals to teachers' and counselors' expressed concerns.* Make it clear that the goals of work-based learning are consistent with staff concerns regarding Essential Learnings, competency-based instruction and other issues related to student performance, the teaching/learning process, professional development and support, and preparing students for the world at large.
- *Educating teachers and counselors about the changing workplace.* Help them better understand the academic, social, and technical demands of modern work, and the range of career and learning opportunities in the

community, by providing ways for them to visit workplaces and meet with worksite staff.

- *Providing staff support.* Arrange visits to other work-based learning sites and some of their community locations to learn first-hand how various strategies are implemented, support attendance at work-based learning and School-to-Work conferences and workshops, provide time for teachers and counselors to meet with peers on issues of curriculum and program development, and supply concrete examples of integrating school-based and work-based learning. Provide information about special education transition services and the needs of students with disabilities, or students from other special populations.
- *Enlisting participants from other work-based learning strategies.* Teachers and counselors often become more interested when they observe the enthusiasm of peers and students.

ARTICULATION

Program planning should address articulation between secondary and postsecondary educational institutions. Working closely with four-year schools is also important, not only to increase the likelihood that credits will transfer (see section on Credit below), but to ensure a smoother learning transition for the student.

For many students with disabilities, competitive employment is the post school outcome. These students will gain substantial skills in articulated programs without the expectation that they will transfer credits.

✓ ***To obtain the names of secondary and postsecondary work-based learning contact individuals, contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

FACULTY COMPENSATION

(This section relates primarily to postsecondary institutions.)

Because they are instructional activities, work-based learning strategies require strong faculty involvement. Although the specific functions performed by faculty will vary, some will need to be compensated for their participation. Aside from accountability concerns, this is necessary to ensure that responsibilities are given the time they require.

Colleges use a variety of systems for compensating work-based learning faculty. Where possible, it is preferable for these responsibilities to become a part of the instructor's regular teaching load. This usually means equating a particular number or range of students to a course load. Other systems may pay the instructor on the basis of contact hours spent working with students individually or in groups, or pay a flat rate stipend for each student for whom that instructor assumes responsibility.

Some colleges use qualified, part-time personnel hired specifically to serve as work-based learning coordinators.

"Having students come into the workplace is a real positive for business and government employers. We think we know about young people coming into the job market, but we really don't. It gives us a chance to get to know the needs of tomorrow's workforce. We get the opportunity to learn from each other. Why spend four years in college preparing for a career you really don't know anything about? Kids tend to think work is just like school, but it really isn't. Having students come into the workplace gives them the opportunity to see what is needed. It gives them the chance to be better prepared for the job market and to have the job market better prepared for them."

—Chief Tom Kehm, Director of Public Safety (police and fire)

CREDIT

Work-based learning credit is awarded for demonstrated learning, not merely for time spent on a job. This concept is critical to the academic viability of the concept and must be clearly understood by everyone, including students, faculty, administrators, employers and other community representatives.

High school credit for work-based learning is currently tied to time rather than to the attainment of competencies. Essential elements of these experiences include the strengthening of connecting activities between school and the workplace, and a connection to a student's career pathway. To maximize ***learning***, training plans, agreements and evaluations must enable students to "do" and "reflect" in a way that links workplace competencies to the Essential Learnings.

In postsecondary institutions, the faculty generally plays a key role in determining campus policies related to credit; for example, whether the work component and the seminar are credited separately or together, whether there is a maximum number of credits which can be earned through work-based learning, and how courses and components shall be numbered.

➥ See Appendix F for policies and other information related to credit.

Transferability from Two-Year to Four-Year Colleges

The transferability of work-based learning credits is determined by the receiving institution and by the agreements which have been worked out between community and technical colleges and other schools. Factors which are taken into consideration include the type of work-based learning experience, the particular curriculum area, and the student's total coursework. Community and technical college work-based learning personnel should check with instructional administrators or the registrar to determine the potential transferability of particular credits.

RESOURCES

✓ ***This guide is only one resource available for the planning, implementation and improvement of work-based learning. Additional resources and contact information are available from the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

Work-based Learning in Action—Jan's Class

Jan's fourth graders have given their future careers a considerable amount of thought. That is because at her rural K-4 school, career exploration is an integral part of the curriculum.

When the children were in the second grade, each child was VIP of the week. During that week, the child's parents were encouraged to come to school and share information about their jobs, and their lives in the workplace. In the third and fourth grades students participated in a ***Take Your Child to Work Day,*** with local businesses providing opportunities for children who could not accompany a parent. The children have gone on field trips as far as eighty miles away, so they could visit businesses in a major city, and have attended career fairs planned specifically for all third and fourth grade students. Each year the school invites between twelve and twenty people to the career fair to talk about their jobs, and students select three presentations they want to attend. A line worker who brought his truck and climbed a power pole was a particular hit at one of the fairs.

These career exploration activities provide material for writing assignments, and during silent reading time, many children choose a book that describes different occupations and the training required to enter them. Few children will choose their life's work when they are in the fourth grade. However, learning about the workplace, and thinking about career choices in elementary school can help them make more informed choices later on.

IMPLEMENTING WORK-BASED LEARNING

PARTICIPANTS AND RESPONSIBILITIES

Successful work-based learning involves a number of participants and responsibilities—

Educational Institution Responsibilities

In addition to providing classroom instruction that supports the work-based learning curriculum, educational personnel should foster relationships between students and employers and provide appropriate support services. These may include:

- Promoting the many facets of work-based learning
- Counseling students about workplace options
- Conducting orientations and/or seminars that may include pre-employment and work readiness training and job search skills
- Showing how work-based learning supports the Essential Learnings
- Orienting students and employers to their roles and responsibilities
- Developing and connecting students with work-based learning sites
- Helping students develop measurable goals/objectives directed toward long term proficiencies
- Conducting on-site visits to monitor and evaluate student progress
- Assisting students with questions and forms related to work
- Determining standards for and awarding credit
- Assessing student performance in the classroom and at the worksite
- Assigning student grades
- Taking disciplinary action when necessary
- Attending professional meetings and conferences on work-based learning
- Maintaining professional relations with employers and agency personnel
- Evaluating worksites to maintain quality
- Providing basic safety training as appropriate to the placement
- Addressing health, safety and liability concerns
- Working with students with disabilities to develop workplace accommodations and self-advocacy skills
- Ensuring compliance with all applicable federal and state laws, regulations and guidelines
- Aiding in preparation of state and federal reports
- Maintaining records for insurance and tax purposes
- Completing records and forms

Employer Responsibilities

The primary role of the employer is to provide a learning environment in a work setting. In general, the employer is responsible for:

- Interviewing students
- Signing and abiding by agreements/forms, such as the formal work-based training agreement
- Providing a work-based learning experience that supports the student's educational and career goals
- Facilitating student exposure to all aspects of the industry
- Orienting students to the worksite: business operations, performance expectations, administrative policies and job-specific safety training
- Informing staff of the student's purpose and enlisting their support and help
- Arranging a "buddy system" and/or employee mentor for student
- Assisting students in their efforts to accomplish personal and professional goals
- Meeting with the coordinator to assess student progress and address problems that arise
- Completing formal evaluations of student work and the work-based learning strategy at the end of the student's experience
- Abiding by all applicable state and federal laws and regulations

Student Responsibilities

Work-based learning requires students to assume new responsibilities related to learning outside the classroom. These include:

- Signing and abiding by specific agreements/forms, such as the formal work-based learning training agreement
- Meeting employer and organization expectations related to items such as dress, timeliness, and maturity
- Completing required skills, aptitude or interest inventories
- Developing goals/objectives/long term outcomes
- Completing assignments, evaluations, forms, and other activities required by the work-based learning coordinator
- Participating actively at the worksite and at the school
- Representing the school and work-based learning positively and responsibly in the community
- Working in a safe and responsible manner
- Making satisfactory academic progress
- Informing the educator responsible for the activity of any problems that occur at the worksite

Work-based Learning in Action—Mark's Story

At his suburban Seattle-area middle school, Mark was a principal's nightmare. His teachers called him "obnoxious" or even "brain-dead." He set what he believes was an all-time record by being detained some sixty times for insubordination. In high school, his interest in computers became apparent when he broke into a teacher's computer and stole another student's grade. Mark was encouraged to enter the TIP (Technology Information Project).

The TIP program teaches students about computers and provides them with unpaid internships on campus. The students are the district's computer and networking technicians, training staff and help-desk experts. Students' grades depend upon their "billable hours." For many students such as Mark, this type of specialized practical experience in a "real world" setting is more interesting, and results in far more learning than a textbook-oriented classroom.

Mark used his TIP experience to get a summer internship at Microsoft, where he was assigned to work for the company's network development chief, Brian Valentine. As a result of his internship, this "brain-dead punk" became viewed as a valued employee with a promising future. During the following school year, Mark was offered a part-time job with Microsoft; during his second year of community college, he was still working there.

Parent/Guardian Responsibilities (Applies primarily to K-12 Students):

Parents/guardians can play a major role by:

- Showing interest and support for work-based learning
- Discussing the relationships between work-based learning, career choices and classroom content with the student
- Encouraging students to have good attendance at the worksite
- Being informed about the progress of their student's work experience
- Participating in school activities that promote work-based learning
- Arranging for transportation of the student to and from the worksite, when necessary

STUDENT ORIENTATION

The world of work is foreign to many students. Expectations, rewards and consequences need to be spelled out clearly through orientation activities that can dispel students' initial fears and confusion. A proper introduction should build commitment by letting students know that they are now members of a cohesive, supportive learning community.

Orientation begins with the recruitment and application processes, when students are asked to explore personal interests and goals and are given the opportunity to meet the individuals with whom they will be working.

Most Work-based Learning Components Provide A Combination of the Following:

- *Formal handbooks* outlining policies and expectations.
- *Group orientations* to establish norms and goals with student input, create a sense of teamwork, and emphasize that the students are beginning a new way of learning. "Outward Bound" -style activities are sometimes used to foster self-confidence and a supportive sense of group identity. In the case of mentorships, the orientation process can serve to introduce mentors and students to each other in an informal setting.
- *Introduction to a student's workplace*, as a new employee. Such introductions give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, confidentiality issues, and employee rights and responsibilities). A thorough worksite orientation establishes lines of responsibility and obligation between student and employer. It explains the role of the organization within the community and emphasizes that the student is not just a learner, but will be in a position to make a significant contribution.
- *Kick-off receptions* for students (and—in the case of K-12—their parents or guardians) hosted by the school and community partners, to develop a supportive work and learning community.

ORIENTATION AND DEVELOPMENT OF EDUCATIONAL PERSONNEL

Well-designed orientation and staff development activities encourage educators to adopt new practices that connect school and work. ***The goals of these professional development activities are to help them:***

- *Become familiar with the organizations, fields, and industries* in which students will work, and see the potential of community sites as learning environments;
- *Acquire or reaffirm high expectations* for student performance;
- *Develop and use applied learning activities* that encourage the active exploration of the work environment and the development of higher-order thinking skills; and,
- *Build a supportive peer network* through which they can work together to develop new teaching materials and strategies, and reinforce each others' efforts.

Orientation and Staff Development Activities Can Include the Following:

- *Formal orientations and handbooks* which articulate goals, expectations, support structures, and educator roles and responsibilities.
- *Summer internships and job-shadowing days in industry, governmental agencies and service organizations.* Employer-

sponsored internships are a popular and proven technique for giving first-hand exposure to the academic, social, and technical demands of today's workplace.

- *Regular meetings for consensus-building and joint planning*. Regular meetings to discuss the demands and opportunities of work-based learning and to resolve problems as they arise are important in facilitating buy-in and improvement. This necessary function should be incorporated into the regular instructional day, which may require shifts in class schedules, teacher course loads, etc.
- *Training institutes and workshops* provide opportunities to learn and practice instructional approaches for linking school and work, and impart techniques that encourage active, student-directed learning. Include information on working with special populations, workplace accommodations and resources.

WORKING WITH PARENTS/GUARDIANS

(This section relates primarily to K-12 students.)

Parents/guardians can be either enthusiastic supporters or suspicious opponents of work-based learning. Without parental involvement the focus may not be on student needs. Planners should be aware of and address the concerns of parents/guardians.

Strategies for Working Successfully with Parents/Guardians Include:

- *Asking parents/guardians for their concerns, and responding to them.* Be ready to respond to typical concerns of parents/guardians, such as: Is the School-to-Work approach another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace? Will my child be safe?
- *Involving parents/guardians in design and ongoing operations.* Parent-teacher organizations can help with orientation and with maintaining ongoing involvement and commitment.
- *Inviting parents/guardians to visit the people and institutions involved.* Making it possible for parents/guardians to visit the organization(s) and school(s) where their children will be learning can help them better understand the nature of work-based learning. Providing opportunities for them to meet supervisors and teachers on an informal basis gives parents/guardians the chance to discuss their concerns and interests with the people who will be working with their children.
- *Having parents/guardians sign a mutual expectations agreement.* Being party to an agreement with employers, teachers and the student can enlist parents/guardians in reinforcing learning.

- *Stressing the guidance and career planning components of work-based learning when marketing to parents/guardians.* Students often complain that "no one at school cares." Informing parents/guardians that special supports will be provided to help students negotiate programmatic demands and make decisions about future education and career goals will help demonstrate to parents/guardians that the new approach is not "business as usual."
- *Beginning work-based learning early.* Parents/guardians are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused activities early can lessen the chance that work-based learning will be labeled by parents/guardians as "second-best."
- *Ensuring sensitivity to parents/guardians with diverse backgrounds.* Efforts should be made to involve parents of students from special populations. This may require special outreach activities and possible use of interpreters.

"Before I started the TIP (technology) class, I was like anyone else coming out of middle school and going to high school, not knowing what was going on. I started getting mixed up in stuff that would have taken me nowhere except into jail," he said. "I ended up getting keys to the school. I turned around from being a hoodlum to being someone teachers could trust."

—Mark, Intern at Microsoft

SETTING UP WORK-BASED LEARNING EXPERIENCES

The first step in setting up work-based learning experiences is finding individuals and/or organizations willing to participate. Decide which work-based learning strategies you want to establish. Many districts and colleges mail interest forms to organizations within the community to establish a pool of possible individuals and sites. Carefully consider which employers or agencies to target for contact.

As part of Washington State's School-to-Work Implementation Grant, The Association of Washington Business and the Washington State Labor Council created ***The Alliance*** to help connect employers with educational needs. This organization promotes work-based learning to employers and labor leaders and provides related training.

In addition, many school districts and colleges are part of School-to-Work ***regional consortia*** which can play a major role in connecting with employers. These organizations are an excellent resource for learning about work-based learning opportunities and for involving employers locally.

Effective communication is the foundation for developing and maintaining work-based learning sites. Some employers will prefer to have a single point of contact at a school or college. Work-based learning coordinators or business education compact personnel can fulfill this role. Other employers will prefer to work directly with educational staff members responsible for placing students.

Students may already be working or may be able to identify other possibilities on their own. Work-based learning strategies depend on the maintenance of a pool of potential sites that match up with student educational and career objectives. Successful sites are a valuable resource that can be utilized over and over again.

Researching Employers/Organizations

Gather as much information about potential employers and community sites as possible through personal contacts and professional organizations.

- *Network* with friends and co-workers and ask for contacts within the organizations.
- *Research each organization.* Public libraries often have the publication **Contacts Influential** which provides specific information about companies such as the industry they represent, the number of employees and contact names. There are other publications that provide similar information.
- *Survey local organizations.* Find out the types of work-based learning strategies in which community organizations are willing to participate. In some areas, Chambers of Commerce can help acquire the information. In smaller communities, the work-based learning coordinator should be prepared to take on this responsibility. Volunteer centers can be a good source of information on service opportunities.
- *Use regional databases.* In some areas, business education compacts connect businesses with schools through the development of databases. Various organizations such as educational consortia, Chambers of Commerce, Private Industry Councils, and Employment Security offices have compiled regional information about employers. This material is usually available in a number of forms including on a web page or by fax.

Identifying Potential Employers/Agencies

Some firms or agencies are more likely than others to participate in work-based learning. ***The following criteria can help focus initial recruitment efforts on those employers most likely to become involved:***

- *Prior involvement in school-business partnerships*—Employers or other community representatives who already have served on vocational education advisory boards, school-business partnerships, or district- or city-wide education reform committees may want to participate, particularly if their experiences have been positive.

- *Tradition of leadership in community affairs*—Banks, hospitals and public utilities, which are typically interested in positive public images, are likely to be responsive. Business leaders with a history of public service and community leadership can also be powerful allies.
- *Commitment to being a "learning organization."*—Firms and organizations that invest in improving worker skills are likely to have the vision and organizational capacity to provide quality worksite learning experiences for students. Indicators of this kind of commitment include basic-skills and English as a Second Language programs; quality management, continuous improvement and other in-house training programs; and tuition reimbursement plans.
- *Industry areas which employ large or increasing numbers of employees*—Companies that are growing, and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals, can see the need to build their labor supply.
- *Firms and organizations experiencing labor shortages*—Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work-based learning.
- *Cooperative labor-management relations*—Workers and their organizations have been active partners in work-based learning in unionized and non-unionized workplaces. However, workers often have legitimate concerns about being replaced by work-based learning students. Firms with cooperative labor-management relations are more likely to be able to resolve this issue.
- *Friendly competition with firms in the same industry*—One firm's participation can encourage others to become involved. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.
- *Familiarity with U.S. and European work-based learning models*—First-hand knowledge of youth apprenticeship or other work-based learning strategies can increase employer receptivity.
- *Non-profit agencies and services*—With reductions in federal and state support for social services, much of the burden is being assumed by cities and counties and by the non-profit or social service sector of the economy. These agencies and organizations can be a resource for many types of work-based learning placements, particularly those in service learning.

Recruiting Employers And Worksite Staff

Work-based learning asks employers and agencies to play an important role in designing and providing work and learning opportunities for students. This is a departure from most school-business or organization partnerships, which typically are more limited in scope and employer commitment. To recruit

employers and agencies, educational personnel must understand what might motivate them to play this increased role and make it easy for them to get involved. The previously mentioned ***Alliance*** *involving business and labor and the regional School-to-Work* ***consortia*** *can help in this process.*

Basic strategies for recruiting employers include:

- *Calling prospective employers*—Follow up by sending information on the opportunities available for them to participate.
- *Making presentations*—Be willing to go to an employer's workplace and present information to potential decision-makers.
- *Using business, governmental and non-profit sector leaders to recruit their peers*—Peers have the best chance of convincing employers to participate. CEOs and other top managers can gain access to and command the respect of other leaders with whom they share common concerns and expectations.
- *Anticipating and being prepared to answer employer concerns*—Employers want to hear clear, concise answers to their questions and concerns about administration, design, costs and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how work-based learning can be structured for success.
- *Highlighting specific benefits to employers and agencies*—The message crafted for employers should underscore the short- and long-term benefits of participation. Two areas to emphasize are labor market trends—aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines—and the firm's civic profile. Public and non-profit agencies can help to ensure that future generations will better understand the organizations' missions and that this will lead to providing more support.
- *Building a genuine partnership*—Involve employers early in planning so they have significant responsibility and sense of ownership.
- *Clarifying expected roles and responsibilities of employers*—Work-based learning requires employers to commit time, staff and money. Make clear from the beginning their roles and responsibilities. Employers will be more willing to become involved if they know up front what is expected of them, and how they fit into the larger picture.
- *Having upper-level management sell the concept*—Secure CEO endorsement and enlist human resource staff to make a presentation to department supervisors. This will send the message that work-based learning is highly valued and consistent with the company's overall human resources strategy.

- *Rewarding worksite supervisors for their participation*—Formally recognize participation through newsletters, lunch-table presentations, seminars and/or personal "thank-you" letters.

Meeting with Worksite Staff

Conduct the meeting in a place where interruptions are minimal.

- *Bring written material*—Possibilities include business cards, flyers and brochures, letter of introduction, booklets, sales packet/portfolio, flip charts, agreement form and newsletters.
- *Practice professionalism*—When meeting with employers, follow the same interview guidelines taught to students. Be knowledgeable. Listen well. Utilize good communication skills—Respect the employer's time. Dress appropriately.
- *Make sure the meeting is focused*—Give a brief explanation of needs. Include information about type and age of students involved. Use the meeting to learn about the worksite and the industry. Do more listening than talking. Allow time for questions from both sides. Ask employers to state their needs and be prepared to respond.
- *Emphasize the benefits of participation*—Benefits, which can fulfill needs or solve problems, depend on the type of activity in which they participate. Some possible benefits include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and the satisfaction of taking an active role in improving the community.
- *Get the commitment*—Ask for participation and support. Be honest and clear about expectations. Employers do not like surprises.
- *Prepare and sign written agreements where applicable*—Make sure that all involved parties understand expectations and responsibilities. Employers appreciate having things spelled out. Highly structured strategies (e.g., cooperative education, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

➥ Several sample documents are included in Appendix E of this guide.

- *Set up time(s) for students to participate*—Asking older students to set up their own appointments and schedules is a valuable part of the learning experience. Make sure that parents/guardians, employers, and students have correct information about when and where activities will take place.
- *Provide written materials that spell out employer and agency responsibilities.*

Working with Employers and Supervisors

Successful implementation requires cooperation and understanding among the employer or agency representative, the student and the work-based learning coordinator. ***The following suggestions will be helpful when working with employers and supervisors:***

- *Advise employers/supervisors that applicants will be screened and give them a copy of criteria.* Design criteria as needed.
- *Describe work-based learning and specific strategies clearly and thoroughly.*
- *Use a Learning Site Analysis form* to determine the appropriateness of positions for work-based learning and to help in matching students with particular opportunities.

➥ A sample Learning Site Analysis form is in Appendix E.

- *Inform agencies of students' strengths,* such as reliability, good work habits, etc.
- *Inform organization of the exact skill level of each student.* Use functional skills such as: "A student can keyboard on a personal computer at 40 words per minute."
- *Ask the organization to provide job descriptions* to ensure a successful match with students' knowledge and skills.
- *Use the SCANS skills as a framework* for discussing what students should know and be able to do.

➥ Information about SCANS skills and how to integrate them into the curriculum is in Appendix G.

- *Encourage supervisors to help students achieve specific learning objectives* that integrate classroom theory and knowledge with the skills and knowledge gained at the worksite.
- *Provide information on working with diverse students.* For students with disabilities this should include required accommodations and resources available.

Work-based Learning in Action—Maria's Story

Maria was a stay-at-home mom for ten years before changing circumstances required her to return to the workplace. Her investigation into career possibilities led her to the Women in Technologies Program at her local urban-area community college. The college counselor helped Maria choose a career option that fit her current needs, as well as her background and interests.

Maria entered the Heating, Air-Conditioning and Refrigeration program, and enjoyed the combination of challenging coursework and hands-on lab work. Of particular importance to Maria was the continual contact with industry through guest lecturers and field trips. The program's balance of classroom skills with real world experience helped her transition successfully into the workplace.

Maria took an internship at a heating company as a commercial estimator. The internship allowed her to expand what she had learned by putting her education into practice. After graduating from the program, Maria continued to work for the same company.

CONNECTING STUDENTS WITH WORKSITES AND POSITIONS

Student placement in cooperative education, internships or service leaning experiences can be arranged by either the school or the student. In most cases, mentorships, clinical experiences and supported employment are arranged by the school. Providing students with worksite experiences that meet their learning and career development needs is the most important aspect of planning. Employers providing structured work experiences will want to interview prospective students to ensure a good match.

Contacting the organization and setting up dates and times to visit is a valuable part of the student's learning experience. If students already have contacts within an organization, encourage them to use them. If necessary, provide the student with the name and number of a contact person. The work-based learning supervisor and the student should arrange a work schedule that facilitates meaningful experiences for the student and reinforces positive work habits. Make sure that the coordinator is aware of the arrangements that have been made.

Students who are already employed or volunteering in an organization may be able to make their job a work-based learning experience by developing learning objectives approved by the work-based learning coordinator. Work-based learning personnel should decide when this process is appropriate and facilitate students being able to use this option.

Mentorships

Because of the personal nature of the mentor/student relationship, it is necessary to take safety precautions, particularly when minors are involved. The school should

complete a criminal background and character reference check on each mentor prior to placing a student. For legal and safety reasons, student/mentor meetings should take place in visible settings. It is best if the meeting time is the same each week, though some mentors' schedules may make this difficult. Two or three hours of meeting time per week is the usual arrangement.

Some districts sponsor activities at the outset of the mentorship experience in which students and mentors get to know each other. One approach is to give the student and potential mentor an opportunity to meet and "interview" each other prior to placement. This gives both parties a chance to identify potential problems before a commitment is made. In the case of minors, invite parents/guardians to meet with and approve of potential mentors, as well. A one-month trial period may be valuable when establishing mentoring relationships. Students and mentors can be asked to evaluate the experience at the end of the month to make sure that both parties are interested in continuing the relationship.

Clinical Experiences

Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can help set up these experiences. Coordinators should check to see if the school district or college needs to carry additional liability insurance.

PREPARING STUDENTS

Students need to be thoroughly prepared before they go out on any work-based learning experience. In addition to classroom preparation that focuses on research and exploration, there are practical concerns.

Many districts and colleges provide students with materials or handbooks that contain a combination of the following:

Permission slips—School districts may require a variety of permission slips for activities which take students off school property. Permission slips are the most effective means to ensure that students, parents/guardians and teachers are informed about the activity.

- *Parents/guardians*—Parents/guardians should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the work-based learning experience.
- *Teachers*—Students should also be given a form on which each of their teachers can indicate that they have been informed about class time which may be missed and can provide instructions for make-up work.

Outline of dress and behavior expectations—While the classroom preparation for work-based learning activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different from those at school. Remind students that they are representing the school or college, as well as themselves. Instructors and coordinators should be aware of the dress code at each worksite and discuss appropriate attire with

students. Students should also be informed about sexual harassment issues, as well as rights under **the Rehabilitation Act of 1973 (Section 504)** and the **Americans with Disabilities Act of 1990 (ADA).**

Questions to ask during the initial contact—Students won't always know what questions to ask of their host or worksite coordinator. It may be helpful to provide students with a list of questions about career opportunities, educational requirements and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.

➥ Sample questions are in Appendix E.

Checklist—Give students a checklist which includes everything they need to do to prepare for the experience. Preparing a resume (when appropriate to the age and experience of the student or the expectations of the employer), getting permission slips signed, arranging schedules and necessary transportation and doing background research are all possible checklist items.

Thank-you letter instructions—A thank-you letter should be written to the host or worksite supervisor, particularly after short term experiences such as field trips and job shadows. Many districts or colleges provide students with a sample letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced. If the experience was over a longer period of time, suggest that students ask permission to use the employer or supervisor as a reference. Prior to being sent, thank-you letters should be reviewed by a teacher to ensure grammatical correctness, etc. (perhaps as part of a class assignment).

Developing learning objectives—Students, worksite supervisors and work-based learning coordinators should develop a list of learning objectives for the experience. The list should include skills the student needs to acquire and practice and concepts the student needs to understand and apply. Learning objectives should relate directly to classroom work and to career development activities the experience supports.

➥ Information about learning objectives can be found in Appendix H.

Work-based learning agreements—These agreements outline the responsibilities of both the worksite supervisor and the student, as well as the purpose of and academic expectations for the experience. They include goals and objectives developed from the worksheet described above. The forms should be signed by the student and the worksite supervisor, as well as the coordinator. Parent/guardian signature may be needed for minor students.

➥ Sample agreements are in Appendix E.

Learning and worksite accommodation needs—Students should know their preferred learning modalities and worksite accommodation needs and should have the advocacy skills to communicate these effectively to employers and supervisors.

Evaluation materials—Students will be evaluated by their worksite supervisors, or faculty in the case of clinical placements, throughout the experience. Provide students with copies of the evaluation forms so they will know how they are being evaluated. Ask students to evaluate their work-based learning experiences as well. They should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the strategy can also be helpful as an element of ongoing improvement.

PREPARING EMPLOYERS/SUPERVISORS

Employers, and faculty supervisors in the case of clinical settings, must be thoroughly prepared for the work-based learning experience. Make sure that employers and supervisors are aware of everything they are expected to do.

Many districts prepare a supervisor handbook which contains the following:

An overview of legal responsibilities—There are many legal issues that worksite supervisors need to be aware of such as safety concerns, child labor, discrimination and sexual harassment laws. Make sure that worksite supervisors understand their legal responsibilities and potential liabilities in advance. All parties need to be aware of federal guidelines related to unpaid work experience. Worksite staff members should be aware of the abilities, competencies, special learning needs and worksite accommodation requirements of these students, and avoid placing them in situations that could prove dangerous to them or to others. For students with disabilities they should know their responsibilities under **Section 504** and the **ADA**.

Instructions for working with young people—Many professionals are unaccustomed to working and communicating with young people. Remind worksite personnel that they may encounter student attitudes and expectations that seem unrealistic in the workplace. Encourage them to provide as many active learning experiences as possible.

Activity suggestions—Remind mentors, employers and supervisors that the relationship should help students to develop skills, obtain career-related information, and connect classroom and worksite learning. Encourage them to allow students to participate in as many work-related activities as possible, especially those which offer an opportunity to develop workplace skills. In the job shadow experience, hosts should try to give students an accurate representation of the day-to-day activities of the worksite by following their normal routines as much as possible.

Use of basic skills—Encourage supervisors to emphasize the ways in which mathematics, reading, science, writing, listening and interpersonal skills are used in the workplace.

Checklist—Employers and supervisors will probably find a checklist of responsibilities useful including such items as arranging meeting times, planning with the coordinator to ensure that academic requirements are met, signing agreements, arranging student workspace as appropriate, and preparing information for students about company policies and procedures.

Copies of student questions—Help mentors, employers and supervisors be better prepared by letting them know what kinds of questions students will be asking.

✓ ***A statewide supervisor guide and/or sample local guides are available from the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

FOLLOW UP WITH EMPLOYERS/SUPERVISORS

It is important to maintain contact with worksite personnel both when students are in their positions and after they have completed their assignments. By continually reinforcing their role in the partnership, all work-based learning is strengthened.

Use follow-up contacts to check on a range of issues. Activities such as mentoring and structured work experiences require ongoing contact between school and worksite staff. A minimum of two contacts during a term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary. Discuss student participation and progress and concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

➥ Sample questions are in Appendix E.

Send a thank-you from the school in addition to letters sent by students. Everyone likes to know that they are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it's not possible to write a personal note, at least send a form letter. Other ways to say thanks include giving certificates of appreciation; conducting award or recognition ceremonies; providing small items such as pens or note pads with school/strategy name; and mentioning the employer's or the agency's contributions in newsletters, annual reports and other school publications.

Send an evaluation form to be completed by the site supervisor. Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. This evaluation can be included in the student's portfolio or as part of a written report.

Create an employer and organization file. For future reference, keep a record of all employers and agencies and the activities in which they've participated. Maintain a mailing list of organizations that are active. This database should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.

Stay in touch with employers and agency personnel. They will be more inclined to remain involved if there is a good, ongoing relationship. Encourage student(s) to write letters later explaining how the experience helped them. Publish a quarterly newsletter or one page flyer sharing student/employer activities. Send employers and agencies copies of the school newspaper, college catalog, specific academic or vocational program brochures, or any other publications or information which will help keep them informed about the institution.

Work-based Learning in Action—Sally's Story

When Sally graduated from high school in a high poverty area, she knew exactly what her next career step would be. During career exploration activities provided by her rural, Eastern Washington high school, she became attracted to the field of ecology, with a particular interest in waste management. During her junior year, she shadowed waste engineer Mark Layman, a Department of Ecology employee, who became her mentor. He talked with her about her interests, about the field of waste materials, and about different career areas she might find attractive. When he suggested that Sally explore the local fire department, she contacted them and arranged an internship. Not only did she learn about fire fighting, but she helped coordinate Safety Day, and soon became heavily involved with safety education.

Because of their experiences with Sally, the fire department started a student firefighter academy which they call the Cadet Firefighter Program. Students in the program are trained to act as volunteer firefighters, wear beepers, and have permission to leave school to fight fires when necessary.

Sally attended the Recruit Academy where she completed a number of courses, and is now a certified volunteer firefighter with the local fire district. After graduating from high school, she enrolled at the local community college in fire science, where she is preparing to become a professional firefighter. She loves it!

This is an excellent example of how work-based learning benefits not only students, but employers and entire communities as well.

INTERNATIONAL OPPORTUNITIES FOR WORK-BASED LEARNING

International work-based learning opportunities have increased as educational institutions have become more aware of the globalization of the economy and of the value for students to directly experience different cultures. Because implementing work-based learning internationally requires specialized expertise and substantially greater costs, many schools have worked with outside organizations which focus on this area. Providing international work-based learning opportunities should be part of an overall effort to strengthen and expand the international dimensions of the curriculum.

CONNECTING THE CLASSROOM AND THE WORKSITE

Well-designed work-based learning includes a range of activities to reinforce learning before, during and after the worksite experience. Work-based learning coordinators should collaborate with classroom teachers to link students' work experiences with classroom learning and with their educational and career goals. Specific techniques will vary depending on the strategy, the length of the experience, and the age and learning backgrounds of the students.

PRE-EXPERIENCE ACTIVITIES

- Students research the general career fields and specific organizations with which they will be involved.
- Students write about their preconceptions and expectations for the experience.
- Students prepare questions to ask employers based on their research and writing.
- Students and teachers discuss professional standards for behavior and dress.
- Teachers emphasize practical applications of the concepts and skills they teach in class.
- Students practice skills that will be needed at the worksite.
- Classes have presentations by guest speakers or employer panels.

Student Self-awareness and Assessment for Placement

Successful work-based learning activities require that students have the opportunity to learn about their interests and skills. It is important that staff use various assessment opportunities or tools to assist in the development of student career awareness. These include:

- Interviews with students
- Skills, aptitude and interest inventories
- Washington Occupational Information System (WOIS) or similar career information delivery system
- Career Path Planner
- Pre-vocational self-awareness activities
- Vocational evaluation

Developing Learning Objectives

Learning objectives, an essential part of the work-based training plan, summarize the knowledge, skills, and abilities that students will be expected

to achieve. A learning objective answers the question, "What will students need to know, understand or be able to do?" They are developed jointly by the coordinator, the student, and the employer or supervisor, and should:

- Include the major concepts to be learned and the knowledge, skills and abilities to be acquired on the job and in the classroom. Where possible, link with Essential Learnings.

  ➥ Emphasize the SCANS Skills— see Appendix G.

- Be individualized based on each student's educational and career goals.
- Be specific, achievable and measurable.
- For special education students, be directly related to the goals and objectives in their individualized educational program (IEP).

If the experience is in an industry for which skill standards have been developed, these should be taken into account in developing the learning objectives. Skill standards are performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace. Skill standards are being developed at both the state and national levels.

➥ See Appendix D for more information on Skill Standards.

➥ Additional information and resources related to the development of learning objectives can be found in Appendix H.

ON-SITE ACTIVITIES

- Students ask employers about the ways in which different academic subjects relate to their work.
- Students ask employers about career paths and suggestions they have for others who are interested in the field.
- Students learn actual job skills by participating in work-related activities.
- Students observe and/or participate in practical applications of academic concepts.
- Students work toward achieving individual goals and objectives.

SEMINARS

Seminars are recommended primarily for students participating in structured work experiences. They bring groups of work-based learning students together to meet and discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and the workplace. Seminars help students better understand their experiences while enhancing their learning. Seminar schedules can vary from three meetings per term to as often as once a week. ***Seminar curricula and activities may include:***

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, ethics, labor laws, discrimination, and professionalism
- Workplace skills and techniques related to student placements
- Peer interaction and discussion of job-related concerns and problems
- Opportunities to share successful experiences from the worksite
- Projects that provide students the opportunity to gather, evaluate and report information, both individually and in teams
- Audio-visual media, discussions, lectures or demonstrations
- Assignments such as preparing research papers or developing a portfolio
- Guest speakers and panels to provide additional opportunities for students to question and interact with employers
- Collaborative learning activities
- Values clarification
- Career exploration activities, including informational interviewing and research on continuing educational opportunities
- Focus on diversity and non-traditional jobs or roles

POST-EXPERIENCE ACTIVITIES

- Students write or present about the differences between their expectations and the realities of the workplace.
- Students and teachers discuss the connections they see between classroom learning and the workplace.
- Students document what they have learned and how they can use the information.
- Students write, revise, and send thank-you letters to employers or agency personnel.
- Students continue their career research in light of what they have learned during the experience.

ASSESSING STUDENT LEARNING

Student progress and performance should be measured by the degree to which learning objectives are met. The assessment process should document student learning, identify strengths and weaknesses and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self

evaluations and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

Portfolios

Students need to assess and document their experiences, skills and accomplishments. A portfolio containing this information can serve as an effective assessment tool as well as a "living" transcript. ***The following are examples of items which could be in a work-based learning portfolio or incorporated into one of the student's existing portfolios:***

- Reflective journals
- Work samples
- Research projects
- Learning logs
- Activity summaries

The National Occupational Information Coordinating Committee (NOICC) and the American School Counselor Association developed the "Get a Life" portfolio for K-12 students. NOICC also developed the "Life Work" portfolio for use with postsecondary students and other adults. Other commercial and locally developed models are also available. The Washington State Work-based Learning Resource Center can provide examples and contact information.

Worksite Visitations

Evaluating student progress and reviewing learning objectives, both important parts of assessing student learning, may be accomplished through regularly scheduled visits by the coordinator/instructor to the worksite and conferences with the student's employer/supervisor. ***The following guidelines will help make the visits more productive and valuable:***

- Have a systematic and organized plan—develop questions ahead of time.
- Discuss both student and employer needs.
- Discuss student progress, as well as any related changes in either employment or classroom arenas.
- Let employers/supervisors know they can request a confidential conference.
- Arrange for the student, the employer or supervisor and the coordinator/teacher to meet together to discuss the student's progress.
- Explain employer/supervisor role in evaluation and how it may affect grade.
- Obtain necessary signatures and explain paperwork.

"Having been introduced to the workforce at an early age myself, I believe it is a benefit to not only the student, but the community as well. Hiring a student employee gives you the chance to motivate and influence the young minds of today—the future workers of tomorrow—by building a strong structure that you and the student can both work in. The experiences can be pleasurable for both parties."

—Ms. Amoranto, Equifax PMI

GENERAL MARKETING

Work-based learning needs the active support and participation of employers, community leaders, school administrators, teachers, counselors, students and parents/guardians. The key to gaining their support is to ensure that each group knows about work-based learning, perceives it accurately, and believes it has value. Accomplishing this goal requires acting deliberately through a coordinated and sustained marketing strategy. "One shot" efforts are seldom effective. ***When developing marketing materials such as brochures, videotapes, newsletters, home pages and CD-ROMs, be certain to consider these important points:***

- *Promote the **benefits** of work-based learning, not the features.* People make decisions about what to support primarily to meet some need of their own. Therefore, everything communicated—to every audience—should address the benefits to them.
- *Understand and address audience concerns "up front."* For example, some people may fear that work-based learning is a form of tracking. Show them that students will have access to further educational options, and that success in work-based learning often leads students to recognize possibilities they previously had not considered.
- *Shift marketing activities as the work-based learning opportunities grow.* As the component and public opinion toward it evolve, different marketing strategies will be required.

Marketing to Educational Personnel

Educators need to know that work-based learning is an important way to strengthen the overall educational process. Marketing to educators should focus on learning and on student success.

- *Relate work-based learning to the development of higher order thinking skills.* Help educators see that work-based learning prepares students to function at the highest academic levels. A number of educational taxonomies indicate the necessity of applying learning to move on to higher order thinking skills such as analysis, synthesis, and evaluation. ➥ ***See Appendix J.***

- *Sell the concept of work-based learning.* Provide administrators and board members with concrete information on the implementation process and with work-based learning success stories. Provide solid data (e.g., dropout and post-secondary completion rates, documented student learning) to show the need for work-based learning. This is an ongoing process.

Marketing to Parents/Guardians

Parents/guardians are most concerned about safety, effective learning, access to additional education and training, and long-term success. Promotional materials should focus on these issues and address common concerns. Effective marketing can make the difference between parents/guardians being enthusiastic supporters or suspicious opponents of work-based learning.

- *Invite parents/guardians to visit the people and institutions involved.* Making it possible for parents/guardians to visit the firms(s) and school(s) where students will be learning can help them better understand work-based learning. Having them meet supervisors and teachers gives parents/guardians the chance to discuss their concerns and interests.
- *Stress that work-based learning is consistent with research on how people learn.* Explain that more effective learning takes place when students can apply what they know in real world situations, such as those provided through work-based learning.
- *Highlight the guidance and career planning components of work-based learning when marketing to parents/guardians.* Students often complain that "no one at school cares." Emphasize that support will be provided to help students negotiate the demands of work-based learning and to help them make better decisions about future education and career goals.

Marketing to Students

The best incentive for student participation is when peers and parents/guardians perceive work-based learning as high status, leading to a range of future options including college, work and technical training. Staff should provide students with clear and compelling information about the benefits of work-based learning, showing that it is a stepping stone toward further high value work and educational opportunities; enhances, but doesn't cut off options; and provides valuable support to those who participate. At every step help students get a clear idea of how work-based learning can help them achieve their goals.

Expectations, rewards and consequences of functioning in the world of work need to be spelled out clearly. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- *Distribute student information packages* including brochures, newspaper articles, information on local industry trends and brief quotes from participants.
- *Hold student assemblies* with employers and other worksite representatives and have participating students provide testimonials.
- *Host open houses* for students, parents/guardians, and staff at employer facilities and community learning sites.
- *Involve students in the promotion process* after the first year of implementation, since students can be the most effective advocates.
- *Present to elementary and middle school classes* to promote work-based learning.
- *Conduct community outreach* using newspapers, radio, television and presentations at parent/community-based organization meetings.
- *Prepare a formal student handbook* outlining policies and expectations.
- *Ensure that marketing activities reach all students*, including those with disabilities or limited English proficiency, and other special populations.

ONGOING IMPROVEMENT AND EVALUATION

It is critical that the effectiveness of work-based learning be monitored. Maintaining quality requires mechanisms to ensure that students' experiences meet the stated objectives. A range of techniques can be used to monitor students' experiences and to promote continuous improvement.

- *Regular oversight of student progress*—Regular contact between worksite and school staffs is the main vehicle for monitoring the quality of student placements. Through worksite visits, regular meetings with worksite and school partners, and analysis of in-school learning, designated staff evaluate whether students' educational needs are being met.
- *Regular review of process*—A group of school and worksite representatives should be convened to participate in the continuous improvement process. Oversight is a key function of the partnership.
- *Tracking of key elements*—To assess overall progress, outcomes must be monitored and recorded related to student learning, diversity, attendance and completion rates, and placement in additional educational and/or job opportunities.
- *Feedback from outside evaluators*—It is often difficult for staff to step back and analyze progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers/supervisors, teachers, administrators, students and parents/guardians) and/or quantitative (analysis of student outcomes) methods. In addition to providing feedback on specific elements, outside evaluators can also be

helpful in synthesizing "lessons learned" and making suggestions to improve implementation.

- *Student evaluation*—Students' constructive criticism about their work situations and school-based activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluation forms filled out by students on a regular basis are a source of information on the effectiveness of work-based learning and possible improvements.
- *Exit interviews*—One-on-one, open-ended conversations with students as they are about to complete the experience are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student).

> *"I learned a lot about myself and what I enjoy doing. It's very hard to imagine whether or not you can see yourself at a certain job with certain duties while sitting in a classroom at school."*
>
> —Intern in Human Resources

FORMS AND RECORDS

Recordkeeping is necessary to:

- Gather information for assessing and placing students
- Assist students with goal setting and portfolio development
- Provide a basis for student grading
- Provide information or statistics to people and organizations who may require them
- Document authorizations or expenditures
- Document employer and agency participation and assist with job development
- Document student participation and activities for evaluation and audit purposes

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Seek out software designed specifically for job placement or cooperative education. Check with local software support staff to determine which programs are compatible with institutional computer systems. It is important that all forms be approved by appropriate educational personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary according to local needs.

Documents May Include:

- A step-by-step enrollment procedure.
- An application form for students to provide personal information.
- Job listing form used for each job listed.
- Learning objectives worksheet to help students develop clear, measurable objectives. ➥ *See Appendix H.*
- Work-based learning agreements between the student, faculty and employer supervisor. This may include the student application and/or the learning objectives. ➥ *See Appendix H.*
- Evaluations from students, educators, and employers containing statements of accomplishments relative to planned objectives.
- Time sheets to document hours.

Other Documents Could Include:

- Community surveys
- Promotional brochures, flyers, pamphlets, and newsletters
- Faculty, student, and employer/supervisor handbooks
- Legal requirements
- Employer and agency contact information
- Placement records
- Student salary and benefit records
- Follow-up reports
- Annual reports

✓ ***Some sample documents are in Appendix E. Additional samples are available from the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.***

Work-based Learning in Action—Shalini's Story

Shalini remembers visiting offices, seeing nicely dressed women sitting at keyboards, and deciding that was something she wanted to do. As a poised eighteen-year old, with a young daughter, she enrolled in a local Skills Center, selected Office Occupations for her field of study, and soon had a position as an intern in a nearby drug and alcohol rehabilitation center.

Work-based learning was not a part of Shalini's education until she came to the Skills Center. She wishes it had been. The "regular" high school she attended had career counseling available, but it wasn't integrated into the curriculum. The field trips she took as a child were fun, but they didn't help her focus on her future. She would have liked to have parents and other community members come into the ciassroom to talk about their careers. She also thinks it would be fun for elementary kids to research a possible career, and then have a special day when everyone dresses up like a person in their chosen career field.

Shalini says her internship is great. Not only is she learning a great deal about the workplace, but her experience is helping her learn in school as well. For example, she was able to go to a teacher and say, "I was doing this at work, can you show me more?"

Shalini's experience has also helped her plan for the future. After graduation, she hopes to go to college and study business administration.

LEGAL ISSUES

Work-based learning coordinators can minimize legal risks by ensuring compliance with current rules and regulations. This section provides educators with the information necessary to inform all parties of their rights and responsibilities.

Work-based learning moves students outside the confines and safety net of the educational institution. With increased learning opportunities come ad-ditional legal concerns and responsibilities. Both educators and employers must be knowledgeable about laws governing students in the workplace. A signed contract between the work-based learning site and the school is necessary for the protection of both parties. Many agencies and reference materials are available to help define and carry out these obligations. Work-based learning staff should know district or college policies regarding student safety and security and legal obligations and responsibilities. They should also be familiar with district or college insurance and supervision policies.

Every contract/agreement used for work-based learning should describe the employer's obligation to maintain a safe working environment including protection from discrimination and sexual harassment. The contract/agreement should also contain a statement that the educational institution has the right to terminate the work-based learning experience if there is a breach of stipulated obligations.

AFFIRMATIVE ACTION

An affirmative action statement at the bottom or on the back of every contract/agreement is highly recommended. **Under Federal Executive Order 11246 as amended,** protected minority groups are defined as African Americans, Asian Americans, Hispanic Americans, and Native Americans. Women are also designated as a protected group. The protected groups are those persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Affirmative employment efforts are also required for disabled and Vietnam era veterans as well as persons with disabilities.

AMERICANS WITH DISABILITIES ACT

All employers with fifteen (15) or more employees must comply with ***Americans with Disabilities Act (ADA)*** *requirements. Below is an outline of the requirements most directly affecting work-based learning.*

General

- All government facilities, services and communications must be accessible consistent with the requirements of **Section 504 of the Rehabilitation Act of 1973.**
- Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.
- Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

Auxiliary Aids

- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
- Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunication devices for the deaf (TDD's) or similar devices.

Physical Barriers

- Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable. For example, in a small business with marginal profits, installing automatic doors might be an undue economic hardship or very difficult structurally. A sign stating that help is immediately available to open the doors with a reachable/accessible buzzer is adequate.
- All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible. Elevators are

generally not required in buildings under 3 stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or professional office of a health care provider.

- Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.

Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
- Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations. Undue hardship is generally defined as excessive or disproportionate costs compared to the organization's ability to pay. It may also include other situations such as structural modifications which cannot safely be made to the building or would radically impose on the historical status or use by other occupants of the building or accessibility of other primary users of the equipment.

Benefits of ADA to Employers

- Allows employers to expand their labor pool and workforce to include qualified persons with disabilities.
- Resources are available to provide employers with information and skills to assist in managing and maintaining all persons within a diverse workforce.
- Assists in the retention of workers who acquire disabilities on the job.
- Possible tax break to small employers.

CONFIDENTIALITY/PRIVACY

Student records and information are protected from public disclosure under the **Federal Family Rights and Privacy Act**. When working with students in work-based learning sites, it is important to be able to release student information such as classes taken, skills, grades, etc. to employers. This may be done only with the signed permission of the student (age 18 and over) or the student's parent or legal guardian (under age 18). Similar information may be released to parents or legal guardians of students under the age of 18.

Social Security numbers for identification/record keeping purposes cannot be used or released to an employer without authorization. A release statement may be contained in the contract/agreement, or a separate signed information release form may be used.

SEXUAL HARASSMENT

Sexual harassment and/or abuse is one of the most troublesome situations an educator will face when dealing with students and employers in work-based learning situations. Every agreement/contract used for work-based learning needs a section indicating that an employer is expected to maintain a safe working environment. A safe working environment includes protection from discrimination and sexual harassment. Sexual harassment may involve liability concerns. Educators need to be aware of local and state policies related to the appropriate actions which should be taken.

LIABILITY (Insurance/Worker's Compensation)

Students doing work-based learning may need to be covered by Worker's Compensation Insurance. Each district or college needs to ensure that unpaid students are covered by Worker's Compensation. A clear statement about who covers Worker's Compensation for the student should be included in the contract.

In 1994 the Washington State Legislature passed a statute which provides a mechanism for employers to provide industrial insurance to student volunteers enrolled in kindergarten through grade twelve in public schools who are participating as a volunteer under a program authorized by the public school. The regulation that implements this law can be found in Washington Administrative Code (WAC) 296-17-925. This insurance (Department of Labor and Industries Application for Optional Coverage form) pays only for approved medical care costs that result from an injury or illness that occurred as a result of the student's volunteer activities. It is not intended to provide immunity from a liability claim by the student against an employer. (Liability insurance is provided by the employer's private insurance carrier.) For more information contact the local office of the Washington Department of Labor and Industries.

It is essential that work-based learning personnel know state, district or college insurance policies for both liability and Worker's Compensation. Resources are: school safety officer, business manager, administrative office, personnel or human relations department, school/college insurance agent and/or risk manager.

Questions each work-based learning coordinator should be able to answer include:

- If a student is injured at the work-based learning site, what procedures need to be followed and what happens?
- If a student causes harm to another employee or customer, what procedures need to be followed and what happens?

- If a student causes damage to equipment, what happens?

➥ Information and a sample policy related to liability issues are in Appendix K.

MEDICAL

Immunization and protection from disease are important for students (adults and minors alike) and the people they are in contact with during their work experience. The following are **requirements and recommendations** from the Washington State Department of Health, the Advisory Committee on Immunization Practice (ACIP), and the Department of Labor and Industries.

Measles Immunization

The Department of Health recommends that educational and training programs develop policies to require that all adult learners receive two doses of measles vaccination for matriculation. This is especially necessary for students in allied health programs, and in education and child care settings.

For more information on immunizations contact the Department of Health's Immunization Program at 360-753-3495.

Bloodborne Pathogens

Bloodborne pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

It is recommended that students doing work-based learning in medical facilities, child care facilities, or any other area with potential body fluids or wastes contact, be inoculated with the Hepatitis B series vaccine.

The following statement summarizes the requirements described in the WISHA (Washington Industrial Safety and Health Act) standard called "Occupational Exposure to Bloodborne Pathogens (WAC 296-62-08001).

Employers are required to offer Hepatitis B vaccine free of charge to personnel at risk. Employees, however, are not obligated to receive the vaccine. Any at-risk employee who wishes not to receive it must, however, sign a Hepatitis B vaccination declination statement. Each setting can develop their own statement as long as it contains the following language provided by the Department of Labor and Industries (L&I):

> *"I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me."*

If the person later decides to receive the vaccination, the employer must again offer the series free of charge.

Some employees may be exempt from the vaccination requirement. These include:

- People who have previously received the complete vaccination series.
- People who have been shown to be immune to HBV.
- People for whom the vaccine is medically contraindicated.

It is advised that secondary students involved in similar clinical experiences adhere to the above requirements. Note that it is recommended that the college (or secondary school) maintain records related to WAC 296-62-08001. It is also recommended that the work-based learning coordinator keep these records in the student's file. For specific information on Hepatitis B vaccination, contact the Department of Health's Hepatitis B Program at 360/664-3642.

Food Handler Cards

Cards are issued by the county where one is employed. A food handler card may be required in restaurants, child care, hospitals and other facilities where food is handled. Check with the County Health Department for requirements, exams, fees and processes for obtaining a food handlers card in the county of employment.

Tuberculosis

The Center for Disease Control and Prevention's 1994 guideline on tuberculosis control has been incorporated into OSHA (CPL 2.106) and WISHA (WIIM 96-2-J) requirements. Individuals working in health care facilities, correctional institutions, long term care facilities for the elderly, homeless shelters, or drug treatment centers are required to be included in a medical surveillance program which provides baseline and periodic TB skin testing to screen for possible TB infection.

Technically, in non-paid work experience the school is responsible to assure that students receive the appropriate vaccinations and medical surveillance required by their placement. In most instances, the student learners will be covered under their assigned worksite's program. This arrangement must be determined by the educational program in agreement with the work setting.

CHILD LABOR

The following is a summary of Washington Child Labor Laws:

The following regulations apply to all Washington employers of minors ages 14-17 in both agricultural and non-agricultural employment. The minimum age of work is 14, with the exception of hand harvest laborers in certain crops.

Employers must obtain a minor work permit prior to employing minors. The minor work permit is an endorsement to the master business license and covers all minors working at the particular location. A minor work permit is required for each location where minors are employed.

A parent/school authorization form must be signed by all parties and kept on file at the location where the minor is employed.

Hours of Work—Non-agricultural Employment

Minors **14- and 15-years of age** may work the following:

During School Weeks

- 3 hours per day on school days, 7 a.m. to 7 p.m.
- 8 hours per day on Friday through Sunday and holidays, 7 a.m. to 9 p.m.
- 6 days and 16 hours maximum per week.

During Non-school weeks

- 8 hours per day, 7 a.m. to 9 p.m.
- 6 days and 40 hours maximum per week.

Minors **16- and 17-years of age** may work the following:

During School Weeks

- 4 hours per day on school days, 7 a.m. to 10 p.m.
- 8 hours per day Friday through Sunday and holidays, 5 a.m. to midnight.
- 6 days and 20 hours maximum per week (28 hours with special waiver).

During Non-school Weeks

- 8 hours per day, 5 a.m. to midnight.
- 6 days and 48 hours maximum per week.

Hours Exceptions—Non-agricultural Employment

Minors 16- and 17-years of age may work the non-school hours during the school year if the minor is married, a parent, possesses a GED, or is registered in bona fide college courses. Minors who are emancipated under Washington State law are exempt from the hours restrictions.

Employers may apply for a standard variance from the hours of work regulations if "good cause" can be shown.

Participating schools may issue a special waiver to individual students on a case-by-case basis allowing the student to work 28 hours per week during school weeks. Information on the special variance program can be obtained by calling 360-902-5315.

Prohibited Duties—Non-agricultural Employment

Certain employment is prohibited for all minors. Following are some of the restrictions that apply to all minors in non-agricultural employment:

- Regular driving of motor vehicles
- Operating food slicers
- Explosives
- Mining
- Flagging

- Logging
- Roofing
- Firefighting
- Boilers/engine rooms
- Work in proximity to earth moving machines
- Operating power driven machines
- Nurses aid or assistant

There are additional restrictions for 14- and 15-year old minors. Contact the local Labor and Industries office for copies of the regulations on employment of minors.

Prohibited Duty Exceptions—Non-agricultural

Exemptions from certain prohibited duty restrictions are allowed for residential schools, vocational education programs, diversified career education, work experience and cooperative education programs. Complete regulations are available from the Department of Labor and Industries.

Hours of Work—Agricultural Employment

Agricultural rules do not apply to immediate family members.

Minors **12- and 13-years of age** may work during non-school weeks for hand-harvesting of berries, bulbs, and cucumbers and in the hand cultivation of spinach.

Minors **14- and 15-years of age** may work the following hours in **agriculture**:

During School Weeks

- 3 hours per day on school days, 7 a.m. to 8 p.m. (6 a.m. if working with animal agriculture or crop irrigation).
- 8 hours per day on non-school days, 5 a.m. to 9 p.m.
- 21 hours per week.

During Non-school weeks

- 8 hours per day, 5 a.m. to 9 p.m.
- 40 hours maximum per week.

Minors **16- and 17-years of age** may work the following in **agriculture**:

During School Weeks

- 4 hours per day on school days, 5 a.m. to 10 p.m. (no later than 9 p.m. on two consecutive school nights).
- 8 hours per day on non-school days.
- 28 hours per week maximum.
- 6 days per week; 7 days allowed if working in dairy, livestock, hay harvest or irrigation.

During Non-school Weeks

- 10 hours per day, 5 a.m. to 10 p.m.

- 50 hours per week maximum, except 60 hours for the mechanical harvest of peas, wheat and hay.
- 6 days per week; 7 days allowed if working in dairy, livestock, hay harvest or irrigation.

Hours Exceptions for Agriculture

The hours restrictions shall not apply to minors sixteen years and older who are married or named as a parent on the birth certificate of a child.

Prohibited Duties in Agriculture—Under 16 Years of Age

Certain occupations in agriculture are prohibited to minors under the age of sixteen. Contact the nearest Department of Labor and Industries office for a complete list.

Meal and Rest Breaks for All Minors

- Minors may not work more than four hours (five hours in agriculture) without a 30-minute meal period.
- Minors must have a scheduled 10-minute rest period every two hours for each four hours of work.

Penalties

Labor and Industries can assess civil penalties and criminal penalties on employers in violation of child labor laws.

Child Labor Law Resources

For copies of the child labor regulations for agricultural or non-agricultural employment, or the brochure ***Teen Workers Have Two Jobs***, contact the nearest Department of Labor and Industries office.

WAGE AND HOUR LAWS

School-to-Work Training Programs

The department does not require the payment of minimum wage in School-to-Work transition programs, internships and other work-based learning strategies where the students are placed with employers on an ***unpaid*** basis. There are four elements, which are also compatible with the federal Fair Labor Standards Act, that constitute a learning experience. Specifically, a learning experience:

1. is a planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to preemployment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate;
2. encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills;
3. has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferable skills; and

4. provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

If only some of these elements are met, it is possible that a student would be an employee; however, all of the facts and circumstances of the situation would have to be considered to decide if an employment relationship exists and whether the student or enterprise is covered. Local Department of Labor and Industries offices can help in making this determination.

A student participating in a work-based learning experience as described above would ***not*** be considered an employee if ***all*** of the following criteria are met:

1. the student receives ongoing instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided; and
2. the placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee—i.e., the presence of the student at the worksite cannot result in an employee being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he or she would otherwise work; and
3. the student is not entitled to a job at the completion of the learning experience—but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training; and
4. the employer, student, and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience—although the student may be paid a stipend for expenses such as books or tools.

When ***all four*** of the above criteria are met, an employer would not be required to pay wages to a student enrolled in a work-based learning experience.

If the above criteria are met, it means that a student is not an employee, wages are not paid, and child labor laws do not apply. Payment of a stipend is optional. However, a stipend may not be used as a substitute for wages. A stipend is generally limited to reimbursement for the length of the learning experience, as long as the four criteria listed above apply throughout the period of the student's participation. While child labor laws do not apply if there is not an employment relationship, work-based learning situations are encouraged to adhere to child labor laws with regard to hazardous employment.

Minimum Wage Laws

Minimum wage laws apply to all employees in the State of Washington, with the exception of the following:

- Certain hand harvest laborers paid on a piece-rate basis

- Any individual employed in a bona fide executive, administrative, or executive position, or as an outside salesman
- Casual labor in or about a private residence, unless performed in the course of the employer's business
- Volunteer work for an educational, charitable, religious, state or government body where the employer-employee relationship does not exist. A stipend may be paid for normally incurred expenses
- Newspapers carriers or vendors
- Individuals employed by charitable institutions charged with child care
- Individuals whose duties require that he or she reside or sleep at the place of employment and who otherwise spend a substantial portion of time on call and not engaged in the performance of actual duties
- Any resident, inmate, or patient of a state, county, or municipal correctional, detention, treatment or rehabilitative institution

Overtime Laws

Additionally, certain employees are exempt from the overtime requirement. Following is a ***partial*** list showing the most common exemptions:

- Agricultural workers
- All persons exempt from the Minimum Wage Act (listed above)
- Seasonal employees at concessions and recreational establishments at agricultural fairs for employment not exceeding fourteen working days a year
- Employees who request compensating time off in lieu of overtime pay

Working Conditions

- Thirty minute meal period if working five or more hours; may be unpaid if the employee is completely relieved from duty during the entire period.
- Ten minute rest break for each four hours of work, on the employer's time.
- No deductions may be made from an employee's pay unless required by state or federal law or unless authorized in advance in writing ***for the benefit of the employee***.
- Wages must be paid on a regularly scheduled payday, at least once a month.

Final Wages

Payment of final wages to an employee ceasing work whether by discharge or voluntary shall be at the end of the established pay period.

GENERAL HEALTH AND SAFETY REQUIREMENTS

Students involved in paid and unpaid work-based learning placements are covered by the Occupational Health and Safety Laws under Title 49.17 RCW. Labor and Industries' regional or central office staff from the Consultation and Compliance Division (WISHA) can provide specific information on any workplace health or safety standard which might apply.

"We find the student work program to be a wonderful opportunity for both students and office staff. The student gain experience in the workforce; the office staff receive assistance in completing their many responsibilities."

—Rose A. Ward, Director of Child Nutrition
Bethel School District

APPENDICES

A. Washington State's Definition of Work-based Learning

B. National Career Development Guidelines

C. Highlights and Summaries of State and Federal Legislation Related to Work-based Learning

D. Information About Skill Standards

E. Sample Forms, Documents, Surveys, Letters, etc.

F. Policies and Information Related to Credit

G. Workplace Characteristics and SCANS Skills

H. Information Related to the Development of Learning Objectives

J. Educational Taxonomies

K. Sample Policy Related to Liability Issues

Appendix A

WASHINGTON STATE'S DEFINITION OF WORK-BASED LEARNING

(from the federal School-to-Work Implementation Grant)

Paid Work-based Learning—

Appropriate for students who have attained the Certificate of Mastery, includes, but is not limited to:

- Work combined and coordinated with school-based learning
- Work described within a mutually agreed-upon training plan and training agreement between employer, union (as applicable), parent, student, and school;
- Work supervised by a highly skilled individual or master craftsperson in the field;
- Work conducted on a job site;
- Work related to the student's career pathway;
- Work paid at least the minimum wage, with the possible exception of some categories of work performed for non-profit organizations;
- Work that culminates in the achievement of competencies and skills as defined by industry-accepted performance standards. Verification of the skills attained in work-based learning should be spelled out on a document that records the accumulation of competencies and skills as they are certified. The effort to address work as part of academic reform should include identification and assessment of basic workplace skills, so that the certificate of mastery is an employer's guarantee that students are prepared for paid work placements.

Unpaid Work-based Learning—

Appropriate for students still working to attain the Certificate of Mastery, should include, but not be limited to, worksite experiences that:

- Combine and coordinate with school-based learning to support the essential learning requirements identified by the Commission on Student Learning as necessary for the attainment of the certificate of mastery;
- Are identified in mutually agreed-upon training plans and agreements among trainers, union (as applicable), parents, students, and schools;
- Do not produce significant economic benefit to the employer or replace a regular worker; Representatives of organized labor on local and regional advisory committees will be charged with ensuring this.
- Occur during time usually designated as the student's normal school day;
- Are time-limited, with the amount of time involved commensurate with the developmental level of the student; and
- Increase in skill attainment as academic competence increases, and in accordance with career development

Appendix B

NATIONAL CAREER DEVELOPMENT GUIDELINES

Competencies and Indicators—Elementary School

Self-Knowledge

COMPETENCY I: Knowledge of the importance of a positive self-concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact positively with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate effective skills in resolving conflicts with peers and adults.
Demonstrate positive group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home, workplace, and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for one's career.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing work activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision making situations.
Describe how personal beliefs and attitudes effect decision making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles an individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Competencies and Indicators—Middle/Junior High School

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact positively with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate effective skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school, community, and technology resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes.
Describe how career development is a continuous process with series of choices.
Identify possible outcome of decisions.
Describe school courses related to personal, educational and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships among family, work, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and School-to-Work transition opportunities offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Competencies and Indicators—High School

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

Demonstrate how to apply academic and occupational skills to achieve personal goals.
Describe the relationship of academic and occupational skills to personal interests.
Describe how skills developed in academic and occupational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the work place.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

Identify the positive contributions workers make to society.

Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

Describe the educational requirements of various occupations.
Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries.
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or occupational skills required for a full or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.

Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision making situations.
Describe skills/aptitudes needed to qualify for desired postsecondary education/training.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary occupational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Describe school and community resources to explore educational and occupational choices.

Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or School-to-Work transition programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Competencies and Indicators—Adult

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self-concept.

Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self-perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

Describe short and long-range plans to achieve career goals through appropriate educational/training paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, and health and human services).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and lifelong learning.

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
Describe how educational achievements and life experiences relate to occupational opportunities.
Describe organizational resources to support education and training (e.g., remedial classes, counseling, and tuition support).

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

Identify and use current career information resources (e.g., computerized career information systems, print and media materials, and mentors).
Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
Describe the uses and limitations of occupational outlook information.
Identify the diverse job opportunities available to an individual with a given set of occupational skills.
Identify opportunities available through self-employment.
Identify factors that contribute to misinformation about occupations.
Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Identify specific employment situations that match desired career objectives.
Demonstrate skills to identify job openings.
Demonstrate skills to establish a job search network through colleagues, friends, and family.
Demonstrate skills in preparing a resume and completing job applications.
Demonstrate skills and abilities essential to prepare for and participate in a successful job interview.
Demonstrate effective work attitudes and behaviors.
Describe changes (e.g., technological developments, and changes in demand for products or services) that influence the knowledge, skills, and abilities required for job success.
Demonstrate strategies to support career change (e.g., on-the-job training, career ladders, mentors, networking, and continuing education).
Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
Identify skills that are transferable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

Describe the importance of work as it affects values and life style.
Describe how society's needs and functions affect occupational supply and demand.
Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skill to make decisions.

Describe personal criteria for making decisions about education, training, and career goals.
Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
Describe the effects of education, work, and family decisions on individual career decisions.
Identify personal and environmental conditions that affect decision making.
Demonstrate effective career decision making skills.
Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

Describe how family and leisure functions affect occupational roles and decisions.
Determine effects of individual and family developmental stages on one's career.
Describe how work, family, and leisure activities interrelate.
Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

Describe recent changes in gender norms and attitudes.
Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
Identify disadvantages of stereotyping occupations.
Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

Identify transition activities (e.g., reassessment of current position and occupational changes) as a normal aspect of career development.
Describe strategies to use during transitions (e.g., networks and stress management).
Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, and developing sources of capital).
Describe the skills and knowledge needed for pre-retirement planning.
Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

Appendix C

HIGHLIGHTS AND SUMMARIES OF STATE AND FEDERAL LEGISLATION RELATED TO WORK-BASED LEARNING

WASHINGTON STATE SCHOOL-TO-WORK INITIATIVE

Overview

Washington is actively implementing School-to-Work Transition Initiatives statewide. State funding for School-to-Work transition pilot projects began during the 1993-94 school year. Washington received a planning grant through the School-to-Work Opportunities Act of 1994, and in 1995 the state received a $4.3 million federal grant through the School-to-Work Opportunities Act of 1994. The planning grant will help fund the state's plan to expand and integrate School-to-Work Transition Initiatives with existing education reform, develop new teacher training programs, create skills standards and provide students with the experiences they need to help them succeed in the world of work. Regional structures will be established to enhance the development and implementation of connecting activities among School-to-Work transition partners throughout the state. The state's initiative is the result of an active public-private sector partnership. The initiative is being implemented jointly by these partners.

Education Practices

The Office of Superintendent of Public Instruction does not establish state curriculum, but instead supports curriculum development by local school districts, in part by disseminating information on best practices. State-funded Student Learning Improvement Grants are helping fund local implementation of school reform, including School to Work Transition Initiatives.

The Governor's Council on School-to-Work Transition developed the vision for Washington's School-to-Work Transition Initiative in 1994. This vision calls for elementary and middle school students to become aware of the world of work through field trips and classroom visits by employers and workers. Students learn that their performance in school will affect future opportunities to pursue the careers that interest them.

All students, before earning a Certificate of Mastery, are to engage in career exploration by researching various occupations, visiting work sites and interviewing workers. Students job shadow individual workers to observe how they do their jobs

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and have adult mentors. Students coordinate their workplace experiences with their classroom experiences, so that each reinforces the lessons of the other. These experiences prepare students to participate in high-performance work teams and total quality environments. They learn how to conduct themselves at work and to assess their own interests and abilities in relation to the career choices that are available to them. All students engage in work-based learning experiences that coordinate with school course work after earning a Certificate of Mastery. These work experiences are governed by a contract between the student, the school and the employer that spells out what the student will learn both on the job and in school. Job placements match the educational and career plans that students have developed during their pre-certificate education.

Legislation, Executive Orders, Policies, Studies

1996

The Workforce Training Results Study mandated by SSB 5992 finds that 55% of employers are experiencing difficulty finding new workers with the skills needed for the types of jobs available in the state. Among the most frequently cited skill deficits are problem solving, critical thinking and positive work habits and attitudes.

1995

The governor's executive order creates the Governor's School-to-Work Task Force to oversee implementation of the state's School to Work transition system. The Task Force represents business, labor, education and government partners.

1994

An executive order creates the Governor's Council on School-to-Work Transition. This 28-member council, representing business, labor, government and education, establishes a blueprint for Washington State's School-to-Work transition initiative.

One of the "most urgently needed actions" identified in "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education" calls for making the last years of high school part of a School-to-Work Transition system.

1993

ESHB 1209, Education Reform Act of 1993, provides the groundwork for creating a performance-based education system in the public schools and establishes four goals for improving student achievement. Goal four specifically relates to the connection between academic performance and the world of work. The Commission on Student Learning will implement the reforms.

HB 1820 provides $2.755 million to 45 school districts to develop model School to Work transition programs.

1992

SSB 5953 establishes the Commission on Student Learning to build a new student assessment system, develop criteria for a Certificate of Mastery and create accountability methods based on student achievement.

1991

ESHB 5184 establishes the Workforce Training and Education Coordinating Board to coordinate policy, planning and evaluating Washington State's workforce training system; among the board's statutory responsibilities is facilitation of School-to-Work transition initiatives. Board members represent business, labor, state education, employment and training agencies and special populations.

An executive order establishes the Governor's Council on Education Reform and Funding to develop a long-term action plan to reform the state's public schools and improve student performance.

1990

The study, Investment in Human Capital, finds that 40% of the state's employers are constrained from expanding or developing new products because of a lack of trained workers and that one-third of businesses are dissatisfied with the level of employees' basic skills.

Coordinating Structure

The Governor's School-to-Work Task Force provides policy direction and leadership for School-to-Work transition system development and ensures the coordination of agency and organization partners. To date, the task force has reviewed and approved the first-year work plans for each partner and for the task force itself. These plans describe the responsibilities of each partner and detail contractual commitments for the Governor's Office of Financial Management, which serves as the state's fiscal agent.

A Business-Labor Alliance is raising awareness of School-to-Work transition among union members and businesses. The alliance is recruiting new business and labor participation in local School-to-Work Transition Initiatives; providing technical assistance to employers and workers as they prepare for and conduct youth training; and working with the Workforce Training and Education Coordinating Board to coordinate the development of work-based learning opportunities.

Work groups of agency and partner organization staff are working to include occupational health and safety standards in essential learning requirements; exploring liability issues surrounding non-paid work-based learning experiences; building a seamless work-based learning system that connects K through grade 12 to the postsecondary system; ensuring that the needs of all students are met; providing direction for communications and marketing; and developing core competencies for six high school career clusters.

Implementation Strategy

Washington's effort to expand School-to-Work transition at the local level is building on the work of 45 school districts that have received state funds to develop such initiatives since 1993. This year, $3.5 million in state and federal School-to-Work transition funds have been awarded to continue development of local initiatives. Awards launched 50 new local partnerships and more than 20 consortia, which represent the combined interests of several school districts, employers, labor unions, community agencies, and other qualified partners. Interest among school districts is growing steadily and additional local partnerships and associations are being established. A formal regional structure is due by the end of 1996.

Higher Education

Developing educational pathways and ensuring increased options for students as they move from high school to further education or to the workforce are central to Washington's School-to-Work Transition Initiative.

The State Board for Community and Technical Colleges (SBCTC) has established 22 tech-prep consortia involving 32 community and technical colleges, 287 high schools and a statewide advisory committee representing business, labor, government, education and parents. In addition, 15 four-year colleges and universities, several private vocational schools and a Native American college are involved with tech prep. For the School-to-Work Transition Initiative, SBCTC is developing skills standards; linking skills standards to academic standards, curricula development and teacher certification; and developing a process for assessing student skills achievement.

The legislature established the Running Start program in 1989, allowing high school students to take classes at the state's two- and four-year colleges and universities during their junior and senior years. Credits earned are applied toward both high school graduation and skill certificates or college graduation.

The Admissions Standards Advisory Committee, representing admissions officers of the state's colleges and universities, is developing competency-based admission standards connected to the state's education reform and School-to-Work Transition Initiatives.

A partnership of Central Washington University, the Office of Superintendent of Public Instruction and three trainers for vocational-technical educators is establishing a professional development center at the university. The center will coordinate training to prepare entry-level teachers for instructing competency-based, vocational-technical education programs. The training will include School-to-Work concepts and philosophy. Also, the Office of Superintendent of Public Instruction will make competitive grants to teacher training providers for developing teacher preparation models for School to Work.

Evaluation

Washington was one of six states to take part in a national project sponsored by the National Governors Association to design the next generation of performance management systems for workforce development programs. The state's "Performance Management for Continuous Improvement" system establishes a process for evaluating results, making discretionary budget decisions and continuously improving performance toward identified system and program goals. The Workforce Training and Education Coordinating Board, in collaboration with the Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, business and labor and other stakeholders, will assist in developing and implementing the evaluation for School-to-Work Transition Initiatives.

Special Programs

Bethel School District—The suburban district near Tacoma, Washington, begins School to Work transition activities in the 8th grade with career-assessment inventories, career portfolios and initial selection of a career path. In the 9th grade, additional career-interest assessments and self-assessments are made and a career-path field trip for every student is arranged. As sophomores, students are engaged in career-preparation units and they are offered job shadow opportunities in their career pathway. These activities are coordinated by a career link coordinator at each high school career center, which link students, teachers and community resources.

Methow Valley School District—A small, remote rural district in North-Central Washington, Methow Valley places all high school students in community-based learning experiences every Wednesday afternoon for five weeks in the fall, six weeks in the winter and two full days in the spring. Students choose from more than 200 course offerings. Students do not get paid for these experiences, but their contact with local employers often results in summer and/or full-time employment. The program, more than six years old, is strongly supported by parents, students, teachers and the community.

New Market Vocational Skills Center—The skills center is a cooperative project of 10 school districts and Thurston County Community Youth Services. It offers a training and transition program for high-risk youth, ages 16 through 20, who have dropped out of school for three months or more. This program is organized around career majors and a simulated work environment in the school. It has been so successful in engaging and motivating young people that state policymakers chose to invest $1 million of prevention funding from the juvenile justice budget to expand the program to all eight skills centers in the state and to one community and two technical colleges.

The Manufacturing Technology Advisory Group (MTAG)—This coalition of industry, labor, education, state government and community organizations is developing and promoting a manufacturing technology education program that begins in high school and leads to an associate degree at community and technical colleges. The core competencies produced by MTAG have been developed and validated by business, both in small panels and through a survey of 177 manufacturing firms. Five tech-prep consortia in the Puget Sound region are developing instructional modules for each of the competencies and these materials are being field tested in both high school and community and technical colleges.

Contact

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Source

Workforce Training and Education Coordinating Board, April 1996.

This summary was prepared by the Education Commission of the States (ECS) and provided to the National School-to-Work Office.

March 17, 1997

The United States Department of Education
The United States Department of Labor

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994

HR 2884/S1361

Legislative Fact Sheet

The School-to-Work Opportunities Act of 1994, jointly administered by the Department of Education and Labor, will bring together partnerships of employers, educators and others to build a high quality School-to-Work system that prepares young people for careers in high-skill, high wage jobs.

Key Strategies for Building School-to-Work System:

The legislation allows for flexibility so that programs can address local needs and respond to changes in the local economy and labor market. While the legislation requires core components and goals, it does not dictate a single method for fulfilling those requirements.

Multiple sources of support-federal grants to states, waivers, direct grants to local partnerships, and high poverty area grants will allow all states to build School-to-Work systems within the first few years.

States and localities can build School-to-Work systems upon existing successful programs such as youth apprenticeships, tech-prep education, cooperative education, career academies, and School-to-Work apprenticeship programs.

The legislation will promote the coordination of state, local and other federal resources. When the School-to-Work funds end, the programs will be supported by other resources.

The active and continued involvement of local business, education, union and community leaders is critical to the success of School-to-Work programs.

The legislation will:

- establish required components and goals of every School-to-Work program in the nation;
- provide development grants for all states to plan and create comprehensive, statewide School-to-Work systems;
- provide five-years, implementation grants to states that have completed the development process and are ready to begin operation of School-to-Work systems;

- provide waivers of certain statuary and regulatory program requirements to allow other federal funds to be coordinated with comprehensive School-to-Work programs.;
- provide direct implementation grants to localities that are ready to implement School-to-Work systems, but are in states that have not yet received implementation grants and;
- provide direct grants to high poverty areas to address the unique challenges of implementing School-to-Work systems in im-poverished areas.

Basic Program Components

Every School-to-Work program must include:

- *Work-based learning that provides:* a planned program of job training or experiences, paid work experience, workplace mentoring, and instruction in general workplace competencies and in the broad variety of elements of an industry.
- *School-based learning that provides:* career exploration and counseling, instruction in a career major (elected no later than the 11th grade); a program of study that is based on high academic and skill standards as proposed in the Administration's "Goals 2000: Educate America Act" and typically involves, at least one year of postsecondary education; and periodic evaluations to identify students' academic strengths and weaknesses.
- *Connecting activities that coordinate:* involvement of employers, schools and students; matching students and work-based learning opportunities; and training teachers, mentors and counselors.

Successful completion of a School-to-Work program will lead to a high school diploma; a certificate or diploma from a postsecondary institution, if appropriate; and an occupational skill certificate. The skill certificate will be a portable, industry-recognized credential that certifies competency and mastery of specific occupational skills.

State and Local Governance

The governor, the chief state school officer, the state agency officials responsible for job training and employment, economic development, postsecondary education, and other appropriate officials will collaborate in the planning and development of the state School-to-Work system.

Partnerships that consist of employers, secondary educational institutions, labor organizations, and other local community and business leaders are responsible for designing and administering the local School-to-Work programs.

Federal Grants to States and Localities

State and local applications for direct federal grants will be submitted to a peer review team composed of federal staff and outside experts in education and training. State applications for implementation grants must include a plan for a comprehensive statewide system which shows how a state will meet the basic program elements and required outcomes. In addition, states must show how the programs will ensure the opportunity to participate is given to economically disadvantaged students, low achieving students, students with disabilities and dropouts.

Localities will apply for subgrants administered by the states. The state process for distribution of subgrant will be reviewed and approved by the federal government.

For more information contact:

Division of Vocational-Technical Education Information Resource Center
Office of Vocational and Adult Education
US Department of Education
Washington DC 20202-7241
202-205-5440

Appendix D

INFORMATION ABOUT SKILL STANDARDS

For more information please contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.

What are Skill Standards?

Skill standards are performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace. They are critical to improving the skills of employees, raising standards of living and improving the competitiveness of the U.S. economy. Skill standards provide a common vocabulary to enhance communication between:

- ***Employers and Employees or Job Seekers***—by specifying the knowledge, basic skills, technical skills, aptitudes and attitudes required for recruitment, hiring, education and training, promotion and retention in a company or within an industry.

- ***Employers and Schools or Job Training Programs***—by encouraging the alignment of school curricula with industry requirements, by updating educational objectives as workplace demands change, and by ensuring a better return on public and private education and training investments.

- ***Employees or Job Seekers and Schools or Job Training Programs***—by helping employees and job seekers make sound decisions about their own education and training needs in a changing marketplace.

Skill standards answer two critical questions: What do workers need to know and be able to do to succeed in today's workplace? And how do we know when workers are performing well? Without this fundamental information, employers do not know whom to hire or where to focus their limited training dollars; employees and new entrants to the workforce do not know what they need to do to improve their performance; and educators do not know how to prepare students for the challenges of the workplace.

Why Do Skill Standards Matter?

In most successful workplaces the only constant is change. Jobs that once were relatively simple now require high performance work processes and enhanced skills. Because skill standards reflect changing workplace realities, they help applicants

and employees enjoy greater career opportunities and achieve higher standards of living and economic security.

Updating skills and knowledge is now a lifelong endeavor, causing many employers and employees to spend more effort, time and money on education and training. Skill standards provide benchmarks for making education and training decisions, shaping curricula, and directing funds toward highest value education and training investments.

Skill Standards will help employers:

- Boost quality, productivity, time-to-market, innovation, and competitiveness
- Obtain a better return on their training investment
- Gain access to the industry's best benchmarking data, skills analysis tools, and training strategies
- Reduce costs of remedial training, skill assessment, and verification
- Improve employee retention by giving workers a clearer picture of what is expected of them
- Develop a more flexible workforce
- Improve hiring practices and draw from an increased pool of skilled workers

Skill Standards will help workers:

- Understand what they need to know to succeed in their careers
- Communicate more effectively to current and future employers what they know and can do
- Make better training decisions—not just for their next job but for the rest of their careers
- Move more easily between work roles, helping to ensure their long-term employability
- Know how to spend limited training time and money
- Achieve higher levels of performance and contribute to their company's success

Skill Standards will help educators and trainers:

- Gain a greater understanding of the skills workers need
- Develop appropriate curriculum and programs

- Understand the work readiness skills that high school and college graduates need for employment in high-skill, high-wage jobs
- Speak a "common language" with industry about education needs
- Strengthen their relationships with local businesses and labor unions
- Provide students with realistic career advice
- Update courses to meet changing needs

Appendix E

SAMPLE FORMS, DOCUMENTS, SURVEYS, LETTERS, ETC.

Samples of Formal Agreements

- Student-Parent-School Agreement Form
- Sample Enrollment Form
- Sample Learning Objectives Agreement Forms

Sample Learning Site Analysis Form

Sample Initial Letter from Site Supervisor

Sample Questions for Site Supervisor - Student Progress Report

Step-by-step Enrollment Procedure

- How Work-based Learning Works
- Sample Timeline
- Sample Student Application
- Sample Job Listing Form

Sample Worksheets

- Sample Evaluation Forms
- Sample Student Work Record/Time Sheet

For more materials please contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.

APPENDIX E

NON-PAID COMMUNITY & WORK-BASED LEARNING
STUDENT LEARNING AGREEMENT

_____
School

Student's Name:_____ Address:_____

Birthdate:___/___/___ Age:___ Sex:___ Phone:_____ Career Path:_____

Non-Paid Program: ☐ Community Service Learning; ☐ Job Shadow; ☐ Internship; ☐ Mentorship; ☐ CRT

Learning Site:_____ Supervisor:_____ Phone:_____

Learning Site Address:_____ _____

Student's Position:_____ CIP Code:_____

Beginning Date:___/___/___ Ending Date:___/___/___ Hours Per Week:_____ Total Hours For Experience:_____

Coordinator's Name:_____ Phone:_____ FAX:_____

STUDENT WILL:

(1) maintain regular attendance both in school and on the learning site
(2) promptly inform the learning site supervisor of any absence due to sickness, home/school activity or other reasons for absence
(3) abide by the rules, regulations and dress code of the learning site and maintain confidentiality
(4) be honest, punctual, cooperative, courteous and willing to learn
(5) submit to the coordinator, verified documentation of hours at the learning site
(6) consult the learning site supervisor or coordinator in a timely manor of any problems
(7) understand that enrollment in this program is an elective and that non-compliance with the rules for this specific program will result in termination from the program

PARENT/GUARDIAN WILL:

(1) encourage the student's active participation, punctuality, attendance and personal growth in the program
(2) complete Parent/Guardian Informed Consent Form

LEARNING SITE WILL:

(1) provide a thorough orientation to the job and work site, as well as a meaningful, well supervised learning experience (the student is not to take the place of a regularly scheduled worker)
(2) guide and instruct the student in learning the various details of the job
(3) conform to Federal laws prohibiting discrimination on the basis of race, color, national origin, sex or disability
(4) provide a safe learning/working environment including protection from discrimination and sexual harassment
(5) consult with the coordinator concerning the student's learning plan, performance and skill attainment
(6) verify attendance and/or time records and provide periodic student evaluation reports (evaluation of the student's performance will be the joint responsibility of the coordinator and the learning site supervisor)

COORDINATOR WILL:

(1) place students in appropriate learning sites that are free from safety and health hazards
(2) provide instruction and counseling related to the student's learning site and career objective
(3) assist the learning site supervisor in providing meaningful learning experiences for the student
(4) visit the learning site to evaluate student
(5) issue credit and grades if applicable, based upon student completion of learning tasks/objectives found in the student learning plan

SCHOOL DISTRICT WILL:

(1) purchase student accident insurance for every student involved in non-paid community work-based learning programs

SIGNATURES:

This agreement may be terminated at any time by proper notification of all parties

Student's Signature	Date	Learning Site Supervisor's Signature	Date
Parent/Guardian's Signature	Date	Coordinator's Signature	Date

Original: ☐ Coordinator; 1st Copy: ☐ Learning Site Supervisor; 2nd Copy: ☐ Student/Parent

The School District, as an educational institution and as an employer does not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital or veteran status. This is a commitment made by the District in accordance with federal, state and local laws and regulations.

NP-2

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NON-PAID COMMUNITY & WORK-BASED LEARNING
STUDENT LEARNING AGREEMENT

_____
School

Student's Name:_____ Address:_____

Birthdate:___/___/___ Age:___ Sex:___ Phone:_____ Career Path:_____

Non-Paid Program: ☐ Community Service Learning; ☐ Job Shadow; ☐ Internship; ☐ Mentorship; ☐ CRT

Learning Site:_____ Supervisor:_____ Phone:_____

Student's Position:_____ CIP Code:_____

Beginning Date:___/___/___ Ending Date:___/___/___ Hours Per Week:_____ Total Hours For Experience:_____

Coordinator's Name:_____ Phone:_____ FAX:_____

Learning Tasks/Objectives: The following learning objectives describe the major tasks the student is assigned to learn and perform as part of this workplace experience. The student's development of his/her skills and proficiency on these tasks will be evaluated by the Learning Site Supervisor at the mid-term of the learning period by circling the appropriate number (see key below). A new Learning Plan reflecting student growth and new learning goals should then be completed for the next learning period.

Learning Period From: ___/___/___ To: ___/___/___

	Evaluation Key*
1. _____	1 2 3 4 5
2. _____	1 2 3 4 5
3. _____	1 2 3 4 5
4. _____	1 2 3 4 5
5. _____	1 2 3 4 5
6. _____	1 2 3 4 5
7. _____	1 2 3 4 5
8. _____	1 2 3 4 5
9. _____	1 2 3 4 5
10. _____	1 2 3 4 5

*EVALUATION KEY: 1 = Student having difficulty with task; 2 = Student learning this task; 3 = Student performing this task adequately; 4 = Student completing this task with minimal supervision; 5 = Student excels at this task

SIGNATURES:

_____ Learning Site Supervisor's Signature	_____ Date	_____ Student's Signature*	_____ Date
_____ Coordinator's Signature	_____ Date	*(Student's Signature denotes review of the learning plan)	

Original: ☐ Coordinator; 1st Copy: ☐ Learning Site Supervisor; 2nd Copy: ☐ Student

The School District, as an educational institution and as an employer does not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital or veteran status. This is a commitment made by the District in accordance with federal, state and local laws and regulations.

NP-3

Whatcom County

COMMUNITY & WORK-BASED LEARNING PROGRAM

ENROLLMENT FORM

The parents, student, and prospective employer understand that even if this is a non-paid position, the student will perform learning tasks similar to other employees. The employer agrees to assume responsibility for the student's actions within the scope of his employment. The student and parents understand that if this is a non-paid experience, there is no insurance coverage provided by the employer or the school district for on the job accidents or illnesses. Students must provide evidence of medical coverage prior to participation in this program. It is further agreed that the school districts in Whatcom County will not be held responsible for accidents that occur as a result of the student's participation in this work experience.

Student's Name: _____ Birth Date: _____
Mailing Address: _____ Zip: _____
Phone: (_____) _____ Grade Level: _____ School: _____
Student Number: _____ *and/or* Social Security Number: _____

Type(s) of Experience(s) Desired. Please check those you are interested in.

- ☐ Informational Interview
  - Phone
  - Job Site
- ☐ Job Shadowing
- ☐ Mentorship
- ☐ Community Volunteer
- ☐ Service Learning
- ☐ Community Resource Training
- ☐ Cooperative Work Experience*
- ☐ Internship

**There are certain hour requirements for paid experiences. Please see your career specialist.*

STUDENT PLANNING INFORMATION

Approximate number of hours you are available for off-campus community and work-based learning per week _____

Career Pathway _____

Career Area of Interest _____

Classes **previously** completed or **currently** taking that may relate to this community/work-based learning experience.

Class _____ Semester Taken _____ Teacher _____
Class _____ Semester Taken _____ Teacher _____
Class _____ Semester Taken _____ Teacher _____

CAREER PLAN

(Briefly state what you plan to do as a career. Indicate training and resources you plan to use. You may attach an additional sheet if necessary.)

_____
_____
_____
_____
_____

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Briefly state your learning objectives for participation in this program:

1) _____

2) _____

3) _____

4) _____

5) _____

Please list special accommodations required, (i.e. interpreter, accessible restrooms, etc.)

_____

_____

_____

Good attendance and punctuality are critical skill requirements for employment.
(to be completed by the attendance office)

	Days Absent	Days Tardy
Grade 9	_____	_____
Grade 10	_____	_____
Grade 11	_____	_____
Grade 12	_____	_____

MEDICAL INFORMATION

Please complete and then attach copy of *Emergency Information/Parental Authorization for Treatment of a Minor* form.

ATTACHMENTS FILED:

☐ Proof of Medical/Accident Coverage Date _____

or

☐ Waiver of Accident Insurance Date _____

☐ Student Driving Authorization Date _____

☐ Emergency Information Date _____

☐ Copy of Plan Card/Class Schedule Date _____

☐ Learning/Training Plan Date _____

☐ Orientation Completed Date _____

Cooperative Education Learning Objectives Agreement

North Seattle Community College • Cooperative Education Office • 9600 College Way North • Seattle, WA 98103 • (206) 527-3685

Student Name	Soc. Sec. #	Agency/Company	Quarter/Year
Supervisor		Address	Supervisor's Phone

Please transfer the learning objectives from your worksheet. Type or press (write) firmly.

OBJECTIVE

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:
A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:
A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:
A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:
A.
B.
C.

Final Grade

3. How will you measure the results?

We agree with the validity of these Learning Objectives. At the end of the quarter these objectives will be reviewed and will serve as the basis of the final evaluation by the Supervisor and Faculty Coordinator.

Student's Signature	Supervisor's Signature	Coordinator's Signature

Final Evaluation Criteria

Place the numerical score next to each objective. Numerical grades should be considered equivalent to letter grades as follows.

Excellent - A	4.0 - 3.9	The student has exceeded all the performance expectations for this objective.	
High - A-	3.8 - 3.5	The student regularly works beyond a majority of the performance expectations for this objective.	
B+	3.4 - 3.2		
Average - B	3.1 - 2.9	The student has met the performance expectations for this objective.	
B-	2.8 - 2.5		
Minimum - C+	2.4 - 2.2	The student has failed to meet one or more of the significant performance expectations for this objective.	
C	2.1 - 1.9		
C-	1.8 - 1.5		
Unsatisfactory - D+	1.4 - 1.2	The student has failed to meet the performance expectations for this objective.	
D	1.1 - 0.9		
D-	0.8 - 0.7		
E	0.0		

White - Coop Office Yellow - Coordinator Pink - Student Gold - Employer

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COOPERATIVE WORK EXPERIENCE LEARNING OBJECTIVES

OLYMPIC COLLEGE
Cooperative Education Program
1600 Chester Avenue
Bremerton WA 98310-1699
206.478.7197 FAX 206.478.4593

QUARTER ☐ SU ☐ FA ☐ WI ☐ SP

DATE DUE_____

STUDENT_____ FACULTY_____

SUPERVISOR_____ COMPANY_____

PURPOSE: *The Learning Objectives/Activities listed here will describe the tasks the student is assigned to learn during this quarter's work related experience. Additional sheets may be attached if needed. At least one objective must be defined for each credit earned.*

❶ WHAT are you going to accomplish?_____
HOW are you going to accomplish it? (List the steps to achieve objectives.)

A._____

B._____

C._____

HOW can you measure the results?_____

❷ WHAT are you going to accomplish?_____
HOW are you going to accomplish it? (List the steps to achieve objectives.)

A._____

B._____

C._____

HOW can you measure the results?_____

❸ WHAT are you going to accomplish?_____
HOW are you going to accomplish it? (List the steps to achieve objectives.)

A._____

B._____

C._____

HOW can you measure the results?_____

Cooperative Education Coordinator signature/Date _____ Faculty signature/Date _____

Employer signature/Date _____ Student signature/Date _____

Report distribution: White-Co-op Office, Yellow-Faculty, Pink-Employer, Gold-Student
AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

OLC-CDP-007 (3/93)

This camera-ready copy of the *Learning Site Analysis Form* can be duplicated for your own use.

A

analyze

Learning Site Analysis Form

Workplace contact

Title

Organization

Address

Phone

School contact

Date

CONNECTIONS
LINKING WORK AND LEARNING

Tips for completing the Learning Site Analysis Form

The purpose of the *Learning Site Analysis Form (LSAF)* is to identify opportunities for students to learn at a workplace and to connect that experience with learning in school.

The *LSAF* is designed to facilitate a conversation between you (a teacher or other school staff member) and the employer or employee who will be working directly with students. Through the conversation you will gain a broad understanding of how and under what conditions that person does his or her job. And together you will begin to explore different ways students can become active learners both inside and outside the classroom.

Following are tips for making the *LSAF* process go smoothly:

- Let the employer or employee see a copy of the *LSAF* before your scheduled conversation. It will save time if he or she knows what kinds of questions to expect.
- Specify how much time you will need for the meeting before you begin.
- Explain the purpose of the *LSAF*, briefly describing the benefits of students learning at the workplace.
- Before asking questions, read to the employer the directions at the beginning of each section.
- Use the examples and cue words in the margins as prompts to help the conversation run smoothly.
- Remember, this is a conversation. It is a chance to meet new people in your community and exchange ideas about new ways for students to learn.

Part 1—Your Job

Directions: The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.

1) Describe your work environment.

✔ FOR EXAMPLE:

- physical layout
- work atmosphere
- dress code
- number of staff
- stress level

2) What is a typical day at work like?

PROBE QUESTIONS:

- What hours do you work?
- What kinds of tasks do you do on a daily basis?
- What kinds of decisions do you make regularly?
- Whom do you interact with on most days?
- Do you generally deal more with people or equipment?
- Do you work independently or as part of a team?
- Can you usually work uninterrupted by meetings, phone calls, or emergencies?
- What is the "rhythm" of your day? When are things busy and when do they slow down?

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A

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Your Job cont.

3) What are the five most important responsibilities of your job?

4) What technical skills do you need to do your job?

✔ FOR EXAMPLE:

- using tools (e.g., drill, microscope, camera)
- using information (e.g., data analysis, teaching)
- using technology (e.g., software design, word processing)

5) What interpersonal skills do you need to do your job?

✔ FOR EXAMPLE:

- listening to customers
- being a team player
- resolving conflict
- communicating clearly
- working with diverse people
- teaching others

6) What additional skills and/or personal qualities does your job require?

✔ FOR EXAMPLE:

- helping others
- adapting to change
- allocating resources
- thinking creatively
- taking a leadership role
- improving systems
- time management
- supervising other people

Your Job cont.

7) How did you acquire the skills you just identified?

✔ FOR EXAMPLE:

- college courses
- on-the-job training
- self-taught
- apprenticeship
- professional development
- trade journals
- observation
- vendor workshops

8) How could you help a student learn and practice the skills you identified as important to your job in questions #4 through #6?

℘ PROBE QUESTIONS:

- A student cannot do your job, but what tasks (e.g., data entry, research, drafting a memo) could he or she do to help you in your work?
- What hands-on activities could a student do to get a flavor for your job?

9) Describe a recent problem on the job and how you solved it.

℘ PROBE QUESTIONS:

- How did you discover the problem?
- How did you handle it?
- Who else was involved in solving the problem?
- What was the outcome?
- How will you ensure the problem does not recur?

A

analyze

Your Job cont.

PROBE QUESTIONS:

- Is your job harder if other people don't do their jobs well?
- Do other people rely on your doing your work well?

10) How is your work interdependent with that of others in your organization?

✔ FOR EXAMPLE:

- customer opinions
- stock market trends
- world news
- new technologies
- sales figures

11) What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?

✔ FOR EXAMPLE:

- resolving an issue in your field or business
- using different equipment
- rethinking a process
- getting more training

12) What would improve the efficiency of your job?

✔ FOR EXAMPLE:

- new technology introduced
- more education required
- new skills necessary
- greater competition in worldwide marketplace
- more opportunities with an expanded demand for products and services

13) How do you think your job will change over the next 10 years? Why?

A

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Part 2—The Workplace

Directions: The purpose of these questions is to find out about the workplace environment.

14) What are the health and safety issues at the workplace?

✔ FOR EXAMPLE:

- smoking policy
- drug testing
- labor law age restrictions
- special clothes (smock, uniform, safety shoes)
- special gear (gloves, goggles, hard hat)

15) What technology and special tools are used by you and others at the workplace?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

✔ FOR EXAMPLE:

- computers
- hand tools
- lasers
- scales
- fax machines
- marker boards/flip charts
- cellular phones
- photocopiers
- medical instruments
- calculators

16) What written materials are used at the workplace?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

✔ FOR EXAMPLE:

- purchase orders
- contracts
- bilingual dictionaries
- maps
- training manuals
- equipment specifications
- federal, state, or local rules and regulations
- directories

A

analyze

The Workplace cont.

PROBE QUESTIONS:

- Who makes decisions about goals and does strategic planning?
- How are resources (e.g., time, money, materials) allocated?
- How are frontline workers involved in decisionmaking?
- How are workers' performances assessed?

17) How is the workplace managed to ensure that it is productive and financially sound?

PROBE QUESTIONS:

- How does the workplace affect the local economy?
- What zoning laws apply?
- What environmental factors determine how the workplace operates?
- What civic activities is the workplace involved in?

18) What impact does the workplace have on the local and global communities?

Part 3—Learning on Site

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analyze

Directions: The purpose of these questions is to brainstorm ideas about the ways students can acquire and/or enhance job-related and academic skills at the workplace.

19) What academic skills do you need to do your job?

✔ FOR EXAMPLE:

- English to write memos
- math to manage budgets
- chemistry to do lab tests
- geography to create maps

20) What are at least three ways a student could learn or apply mathematics at the workplace?

℘ PROBE QUESTIONS:

- In what ways are basic computation (addition, subtraction, multiplication) and numerical concepts (fractions, decimals, percentages) a part of your job or the jobs of others at the workplace?
- Could a student use math skills to do tasks such as estimate, prepare graphs, help with inventory?

A

analyze

Learning on Site cont.

✔ FOR EXAMPLE:

- composing memos or letters
- editing documents
- public speaking
- synthesizing data
- greeting customers
- taking messages

21) What are at least three ways a student could learn or apply communication skills at the workplace?

✔ FOR EXAMPLE:

- A student at a veterinarian's office might investigate the effects of pet ownership on a person's health and sense of well-being.
- At a computer software design firm a student could research the impact of electronic communication on the printing industry.
- At a dairy farm a student might research the the impact health trends have had on milk consumption.
- At a carpentry shop a student could investigate how world markets are changing lumber specifications.

22) What are at least three ways a student could explore social issues at the workplace to understand important aspects of your job or industry?

Learning on Site cont.

23) **What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?**

✔ FOR EXAMPLE:

- A student at an office could study the health risks of prolonged use of computer keyboards.
- At an auto repair shop a student could examine car construction to establish which features are needed to protect passengers in side-impact accidents.
- A student at a fast-food restaurant could explore the chemical processes of the body that break down and store fat.

24) **What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?**

✔ FOR EXAMPLE:

- In a retail store a student could examine how presentation and lighting affect people's interest in shopping.
- At a day care center, a student could help produce a newsletter to parents.
- A student at a parts manufacturer could help create overheads for a presentation to potential clients.

A

analyze

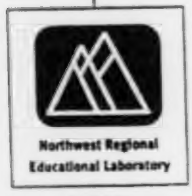
Learning on Site cont.

✔ FOR EXAMPLE:

- In a doctor's office, where there is frequent turnover in receptionists, a student could develop a training manual to orient new staff to the computer and record keeping system.
- At a bakery, a student could organize and oversee the donation of day-old bread and pastries to local homeless shelters.
- At a bookstore, a student could design and produce a flyer announcing a new lecture series.

25) If a student were at your workplace to help you, what kinds of projects could you involve him or her in?

Notes...



NWREL
Education & Work Program
101 SW Main Street, Suite 500
Portland, OR 97204

Phone: 503/275-9500
800/547-6339
Fax: 503/275-0443

Internet: http://www.nwrel.org

Seattle Central
Community College

Dear Supervisor:

The individual who delivered this letter has demonstrated an interest in improving on the job by enrolling in Seattle Central Community College's **COOPERATIVE EDUCATION PROGRAM.** Your participation in this program provides an opportunity to make a contribution to this student's college education in a way that will also directly benefit you and your organization. Cooperative Education is designed to help the student become a more efficient and valuable employee by relating classroom learning with practical work experience. Study and work are integrated, each becoming more relevant, rewarding and interesting.

In order for the student to receive college credit for work experience, Seattle Central requires students to develop learning objectives. Achievement of learning objectives is used as the basis of evaluation at the end of the quarter. Attached to this letter are instructions and sample formats for developing different objectives.

Please review the student's learning objectives as they are developed and offer suggestions if necessary. Learning objectives should relate to the student's job assignment, such as: Improving routine duties, solving specific problems, improving human relations, skill development, and/or learning new duties or tasks. With your guidance, learning objectives can be utilized to aid students in becoming more productive employees.

You will be contacted by the student's faculty coordinator who will fully explain our Cooperative Education Program. This visit will take place sometime after the faculty coordinator has reviewed and approved the student's learning objectives. In the meantime, if you should have any questions, please don't hesitate to call (587-5422).

Sincerely,

SEATTLE CENTRAL COMMUNITY COLLEGE

Bob Tarpchinoff

Bob Tarpchinoff, Director
Cooperative Education Program

BT/kk

Attachments

1701 Broadway
Seattle WA 98122
(206) 587-3800

Do This...
☐ Before ☑ During ☐ After
your career exploration

Interviewing

Interview your career exploration supervisor. You can use the questions listed below or make up your own. After you have decided which questions to ask, write them on the next two pages and take notes during the interview.

Working responsibilities

- What do you do on a typical day?
- What are your five most important activities?

Products and services

- What does the company produce?
- What service does the company provide its customers?
- What impact does this company have on the local community and/or environment?

Organizational structure

- What is the company's management structure?
- How are decisions made?
- Are employees unionized? If so, how does the union assist employees?

Specific qualifications

- What knowledge and experience do you need to do your job?
- How could I get the training and education required to do your job?

Working conditions and benefits

- What is the salary range for a job like yours?
- What opportunities are there to move to other jobs in the company?
- What kinds of benefits does the company provide (for example, health insurance, pension plan, paid vacation time)?
- What working conditions make this job pleasant (for example, flexible hours, private office, relaxed dress code, fitness facility, travel, etc.)?

Life planning

- What do you remember about being my age?
- How did you get from high school to where you are now in your career?
- What one piece of advice would you give me if I wanted to pursue this career?
- What skills do you use here that could also be useful at other jobs?

the point is... ...one of the best ways to learn is to ask questions.

Whatcom County

COMMUNITY & WORK-BASED LEARNING PROGRAM

STUDENT PROGRESS REPORT

Student's Name _____ Learning Site _____

Student's Work Title _____ Supervisor _____

Title _____

1. **DEPENDABILITY:** Is the student regular in attendance, on time, and consistent to notify in advance when unavoidably absent?
   ☐Exceptionally reliable ☐Usually reliable ☐Needs Improvement
   Comments: _____

2. **COOPERATION:** Does the student follow rules and instructions willingly and exhibit an attitude of helpfulness? ☐Very Cooperative ☐Usually Cooperative ☐Needs to Improve
   Comments: _____

3. **APPEARANCE:** Is he/she clean, well-groomed and dressed appropriately (uniform if required)?
   ☐Always ☐Usually ☐Unsatisfactory
   Comments: _____

4. **PUBLIC RELATIONS:** Does the student maintain positive, professional relations with co-workers and the public? Does he/she create good public relations for the company agency?
   ☐Very Satisfactory ☐Acceptable ☐Needs to Improve
   Comments: _____

5. **INTEREST IN LEARNING:** Does the student make the most of opportunities available in his/her training situation to learn and take on increasing responsibility?
   ☐Very Interested ☐Interested ☐Needs to show more interest
   Comments: _____

6. **ABILITY TO LEARN:** Does the student exhibit ability to learn this type of work?
   ☐Very quick to learn ☐Learns at acceptable pace ☐Slow
   Comments: _____

7. **INITIATIVE:** After appropriate training, does the student take initiative to work on his/her own? Does he/she increasingly see what needs to be done and do it, without seeking or needing excessive direction or prodding?
   ☐Above Average Initiative ☐Average ☐Needs too-frequent direction
   Comments: _____

8. **Accuracy:** Is the student accurate in the work? Does he/she take care to check work?
   ☐Very Few Errors ☐Occasional Errors ☐Too Many Errors -Needs to Improve
   Comments: _____

9. **SPEED:** Does the student do the assigned work with an acceptable and appropriate speed?
☐Very Fast ☐Acceptable Speed ☐Needs to Work Faster

Comments: _____

10. **HONESTY AND INTEGRITY:** Is the student honest? Does he/she exhibit admirable personal standards of conduct? ☐Exceptional ☐Acceptable ☐Needs to Improve

Comments: _____

11. **USE OF TOOLS AND EQUIPMENT:** Does he/she use tools and equipment safely and efficiently, following correct methods and procedures?
☐Excellent Use ☐Acceptable Use ☐Needs to Improve

Comments: _____

12. What do you think are the student's **most outstanding** skills and/or traits ? _____
_____
_____

13. Are there skills or attributes you recommend the student **improve?** _____
_____
_____
_____

14. Have you discussed the student's progress with him/her in the past month? _____

15. What grade do you assign to this student's performance at this time?
- ❑ A - Excellent
- ❑ B - Good
- ❑ C - Fair
- ❑ D - Needs to Improve

Do you wish to comment about this community and work-based learning program and/or your company's participation? _____
_____
_____
_____

Supervisor Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

Student Signature: _____ Date: _____

Thank You!

Whatcom County

COMMUNITY AND WORK-BASED LEARNING PROGRAM

HOW IT WORKS!

Step 1. Information on community and work-based learning opportunities are described in the district's student handbook and information is also distributed to students by the high school counselors and career guidance specialists.

Step 2. Students are guided into the program by their respective high school counselors/Career Guidance Specialist, and teachers, on the basis of academic need and individual career interest. Each student must complete an application to enter the program.

Step 3. Students will be introduced to a variety of community and work-based learning opportunities such as informational interviews, job shadows, service learning, community volunteer work, mentorships, and internships.

Step 4. Student names are given to a Community and Work-Based Learning Coordinator that is designated to work with various programs. Students are matched to a community/work site supervisor within the selected program by going through the interview process. The supervisor works one-on-one with the student to teach specific skills and also becomes a personal support/mentor for that student.

Step 5. Students receive program information from the coordinator regarding transportation, class schedule, appropriate dress, parent sign offs, etc.

Step 6. A Learning Plan between each student and their work site supervisor is developed. The agreement identifies the skills or learning objectives that the student will complete during his/her learning experience.

Step 7. The coordinator and work site supervisor evaluate the student's progress using a **Student Progress Report**. This report is completed on a regular basis.

Step 8. A **Community and Work-Based Learning Liability Agreement** is completed for each work/learning site. This is an agreement between the district and the work site in regards to student liability. A **Student Travel Authorization** form is used when students need to drive their own car.

Step 9. The *Community and Work-Based Learning Coordinator* is responsible for checking the students attendance and educational progress.

Step 10. A personal contact log is used by the coordinator for recording and documenting communications and personal contacts. This becomes a good source of information for discussing student/program issues, problems and needs between the business partner and the school district.

Step 11. The *Community and Work-Based Learning Coordinator* performs a number of duties as he/she becomes the main liaison between: the community and businesses - the high school - and the school district. All community and work-based learning communication in regards to student placement at various businesses flows through the coordinator.

Cooperative Education
Time Lines

Timelines begin with student placement in work experience (continuous enrollment).

Week 1

- ☐ Student applies for **Co-op** by completing and returning **"Cooperative Education Application"** form to **Cooperative Education** Office.*
- ☐ Student obtains **Co-op** position.
- ☐ Student secures signatures on **Training Agreement** and permission of faculty coordinator to register for the program specific **Co-op** course.
- ☐ Student registers for **Co-op**.

Week 2

- ☐ Student presents draft of learning objectives to faculty coordinator and employment supervisor.
- ☐ Faculty coordinator schedules employer visits.

Week 3-4

- ☐ Learning objectives are finalized and written on the **Learning Agreement**, which is then signed by the student, faculty coordinator and employment supervisor.

Week 4-7

- ☐ Student meets with faculty coordinators as necessary.
- ☐ Faculty coordinators continue employer visits/telephone conferences for informal assessments.
- ☐ Faculty coordinators set appointments for an evaluation visit at the end of the quarter.

Week 8-9

- ☐ Student meets with faculty coordinator as necessary.
- ☐ Faculty coordinator confirms appointment for final employer evaluation visit.

Week 10

- ☐ Faculty coordinators begin site visits for evaluation.
- ☐ Student completes assignments and submits to faculty coordinator.

Week 11-12

- ☐ Faculty coordinator completes site visits and secures employer evaluation of student.**
- ☐ Faculty coordinator confers with student as necessary to evaluate their learning agreements.
- ☐ Faculty coordinator secures required assignments and **"Student Program Evaluation"** form.
- ☐ Faculty coordinator completes student evaluation and submits grades.
- ☐ Copies of all student forms and reports submitted to the **Co-op** office for retention in student files and for tracking.
- ☐ Faculty coordinators submit travel mileage and salary reimbursement forms to **Cooperative Education** Office.

***Note:** It is the student's responsibility to complete an evaluation of their overall co-op experience and job site and return all evaluations to the faculty coordinator or the **Co-op** Office.

****It is the responsibility of the faculty coordinator to forward copies of all student forms to the **Cooperative Education** Office so that complete and accurate records are kept for each student's experience.

North Seattle Community College

Cooperative Education Student Application

Cooperative Education and Career Services
9600 College Way North, Seattle, WA 98103-3599
(206) 527-3685

An Equal Opportunity Employer

Quarter: ☐ SU ☐ FA ☐ WI ☐ SP
Year: 19___

Please type or print clearly

Student Name _____ Social Security Number _____

Address _____ Birthdate _____ Sex _____

Telephone _____ Academic/Vocational Program _____ ☐ P/T ☐ F/T

Job Title _____ Instructor/Coordinator _____

Dates of Employment _____ Co-op Credits to be earned _____ Co-op credits to date ____

_____ Paid _____ Unpaid Veteran: ☐ Yes ☐ No Hourly Wage _____

Are you legally entitled to work in US? ☐ Yes ☐ No Payment: ☐ Salary ☐ Work study ☐ Volunteer

(optional): ☐ Hispanic ☐ Black ☐ Asian/Pacific Islander ☐ Am. Indian/Alaska Native ☐ White ☐ Middle East

☐ Other _____ Special Accommodations Required? ☐ Yes ☐ No

In compliance with the **Federal Family Education Rights and Privacy Act of 1974**, I authorize release of school records and other records maintained by the **Cooperative Education** Office in connection with the Cooperative **Education Work Experience** program. It is understood that such information will be discussed only with a potential employer, and that such employer will be enjoined from releasing this information to a third party.

Employer Information

Company Name _____ Telephone _____ Extension _____

Address _____ City _____ State ____ Zip Code _____

Employment Supervisor _____ Title _____

Co-op Job Title _____ Wages $ _____ Per Hr/Average Scheduled Hours _____ per week

Nature of business (i.e. retail, mftg, etc.) _____

Faculty Information

Faculty Coordinator _____ Department _____

Phone _____ Course # _____

Title _____ Office Hours _____ # Credits _____

Your signature means you have read and agreed to both sides of this contract.

Student's Signature _____ Date _____

Cooperative Education Office Approval 122 Date _____

North Seattle Community College - An Equal Opportunity Employer
Return to **Cooperative Education** Office with all three copies.
Agreement must be returned within 10 days after placement begins.

White - Co-op Office Yellow - Coordinator Pink - Student

North Seattle Community College

Cooperative Education
Job Opening Form

Cooperative Education and Career Services
9600 College Way North, Seattle, WA 98103-3599
(206) 527-3685

An Equal Opportunity Employer

Job # _____ Date _____

Company Information:

Company: _____

Business Type: _____

Location: _____

Address _____

_____ Zip Code _____

Company Contact: _____
(Full Name)

Title: _____

Phone: _____ Fax Number: _____

Job Description:

Job Title: _____

PT/FT _____

_____

_____

_____

Application Deadline: _____

Days/Hours: _____ Pay: _____ Apply: _____

Please mail to: Cooperative Education & Career Services
North Seattle Community College
9600 College Way North
Seattle, WA 98103-3599
OR
Fax to 527-3635
Attention: Cooperative Education & Career Services

123

PAID WORK-BASED LEARNING
COOPERATIVE STUDENT EVALUATION

_____
School

Student's Name:_____ Career Path:_____

Paid Program: ☐ Agriculture; ☐ Business; ☐ DO/CRT; ☐ Marketing; ☐ HERO; ☐ ICE; ☐ Other:_____

Training Site:_____ Supervisor:_____

Coordinator's Name:_____ Phone:_____ FAX:_____

Evaluation Period:___/___/___ To:___/___/___

USING CAREFUL JUDGMENT, CHECK THE ONE PHRASE IN EACH BLOCK THAT IS TYPICAL.

Attitude Toward Work ☐ Takes an enthusiastic interest in work; is highly motivated to learn ☐ Shows interest in work and has a desire to learn ☐ Has a moderate interest in work ☐ Shows little interest or enthusiasm for work	**Human Relations Skills** ☐ Extremely tactful and understanding ☐ Usually poised, courteous and tactful ☐ Tries to be compatible with people ☐ Needs to improve human relations skills
Attendance and Punctuality ☐ Never absent or late without good cause ☐ Seldom absent or late without good cause ☐ Occasionally absent or late ☐ Frequently absent or late	**Quality and Quantity of Work** ☐ Amount, quality and accuracy of work is superior ☐ Does more than the required amount of neat, accurate work ☐ Does the required amount of acceptable work ☐ Does less than the required amount of satisfactory work
Ability to Follow Instructions ☐ Uses the initiative in interpreting and following instructions ☐ Usually follows instructions with no difficulty ☐ Follows instructions and takes direction with some difficulty ☐ Needs repeated detailed instructions	**Productive Team Member** ☐ Always demonstrates leadership skills and contributes to the success of the team ☐ Always contributes to the success of the team ☐ Frequently contributes to the success of the team ☐ Seldom contributes to the success of the team

Comments:_____

_____

_____

_____

_____

_____

Reviewing this evaluation with the student is encouraged. Thank you for your participation in the program.

SIGNATURES:

_____	_____	_____	_____
Supervisor's Signature	Date	Coordinator's Signature	Date

Original: ☐ Coordinator; 1st Copy: ☐ Student; 2nd Copy: ☐ Supervisor

The School District, as an educational institution and as an employer does not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital or veteran status. This is a commitment made by the District in accordance with federal, state and local laws and regulations.

Pd-5

BEST COPY AVAILABLE

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COUNTY COLLEGE OF MORRIS
Student Evaluation of Cooperative Education Program

Name_____

Name of Company/Organization_____

Co-op Semester_____

This questionnaire is intended to provide you with an opportunity to evaluate the effectiveness of the co-op program in terms of your needs. We believe that co-op students are most qualified to provide us with suggestions for improvement and would appreciate your candid responses to these questions.

How did you first find out about the Cooperative Education Program at CCM?

_____faculty/advisor
_____printed materials/literature/posters from co-op office
_____employer
_____high school
_____another student
_____other (please specify)_____

Why did you choose to participate in the program? (please check all that apply)

_____to get a job in a field related to my major
_____to earn academic credit
_____to move ahead in my present job
_____required in my major
_____other (please be as specific as possible)_____

Were the results what you expected? Yes__ No___

Please respond to the following statements as they relate to your co-op job:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• Work setting was a pleasant one in which to work	_____	_____	_____	_____
• Provided information to clarify career goals	_____	_____	_____	_____
• Learning experience was challenging and meaningful	_____	_____	_____	_____
• Assignments expanded my knowledge and skills	_____	_____	_____	_____
• Allowed me to apply classroom learning	_____	_____	_____	_____
• My work contributed to overall department goals	_____	_____	_____	_____

Were the responsibilities of the job similar to those described to you when you were interviewed and started the job? Yes__ No___ Somewhat___

Were you offered continued employment upon completion of co-op?
Yes___ No___
Did you accept? Yes___No___If no, why not_____
Will this position be full time___part-time___permanent___temporary___free lance___?

Please respond to the following statements as they relate to your employer supervisor:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• Approachable/available to answer questions	_____	_____	_____	_____
• Served as a professional role model	_____	_____	_____	_____
• Discussed your performance with you	_____	_____	_____	_____
• Supported you in your efforts to achieve your objectives	_____	_____	_____	_____
• Was reasonable and fair	_____	_____	_____	_____

Would you recommend that we continue to place co-op students with this employer?
Yes___No___If no, why not?_____

Did your faculty co-op advisor contact you during the semester?_____Yes___No
How often and in what way?_____on-site visit(s) _____telephone call(s)_____class meetings
# # #

Was this contact helpful?
Yes___ In what way?_____
No___ Why not? _____

What assistance did you receive from CCM's Cooperative Education Office staff?
_____general information about co-op
_____resume assistance and review
_____support during the placement process
_____referrals for job interviews
_____assistance in approval of additional duties at present place of employment
_____did not seek any assistance

Please rate the following:

	Excellent	Good	Fair	Poor
Faculty Co-op Advisor	_____	_____	_____	_____
Co-op Employer	_____	_____	_____	_____
Employer Supervisor	_____	_____	_____	_____
Overall Program	_____	_____	_____	_____

Feel free to add additional comments here:

_____
_____
_____

<NAME OF SCHOOL DISTRICT>
STUDENT WORK RECORD

Student Name_____ Job Title _____

Name of Business_____

PAY PERIOD ENDING	HOURS	HOURLY WAGE	GROSS WAGES
TOTALS			

_____ Quarter 19___ Start Date_____ End Date_____

I HEREBY CERTIFY THESE HOURS TO BE A HONEST ACCOUNT OF MY STUDENT WORK RECORD. ANY FALSIFICATION OF THIS RECORD WILL RESULT IN MY LOSING CREDIT FOR THIS CLASS AND THE RELATED CLASS.

Student Signature_____

Training Site Supervisor Signature_____

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Appendix F

POLICIES AND INFORMATION RELATED TO CREDIT

WASHINGTON ADMINISTRATIVE CODE SECTIONS APPLICABLE TO K-12 CREDIT FOR WORK-BASED LEARNING

(as of Spring, 1997)

WAC 180-50-300 Equivalency course of study—Credit for learning experiences conducted away from school or by persons not employed by the school district. Credit, including high school graduation credit, may be granted for school planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. School planned learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with procedures established by the district. Rules which permit the granting of credit for such out-of-school learning activities shall be adopted by the district board of directors and shall be available to students, parents, the public, and representatives of the superintendent of public instruction upon request. Such rules shall include at least the following provisions:

(1) A proposal for approval of credit for such learning experiences shall be submitted prior to the experience and shall include at least the following information:
   (a) Name of program;
   (b) Length of time for which approval is desired;
   (c) Objectives of the program;
   (d) Description of how credits shall be determined;
   (e) Content outline of the program and/or major learning activities and instructional materials to be used;
   (f) Description of how student performance will be assessed;
   (g) Qualifications of instructional personnel; and
   (h) Plans for evaluation of program.

(2) The proposal shall be presented to the personnel designated by the district board of directors for review, revision, and approval or disapproval.

(3) The reasons for approval or disapproval shall be communicated to the students, parents, or guardians.

[Statutory Authority: RCW 28A.04.120 (6) and (8). 84-21-004 (Order 12-84), § 180-50-300, filed 10/4/84.]

WAC 180-50-315 Equivalency course of study—Credit for work experience. School districts may accept work experience training in lieu of either required or elective high school credits if such experience training meets the following standards:

(1) The work program shall be supervised by the school;
(2) The work experience shall be definitely related to the school program of the student;
(3) Credit given for work experience shall represent growth in the student and the type of work done should have definite educational value;
(4) The job in which experience is gained shall provide varied experiences;
(5) A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school;
(6) Work experience as a planned part of a school subject may be included in the credit given for that subject;
(7) One credit may be granted for not less than four hundred five hours of work experience related to a student's school program;
(8) A student participating shall be legally employed and must have passed his sixteenth birthday;
(9) An employer's report of the student's work record, indicating satisfactory progress on the job shall be filed with the school; and
(10) The regular state apprenticeship program, in which the training is worked out cooperatively with the school and meets the standards for high school graduation, is acceptable.

[Statutory Authority: RCW 28A.04.120 (6) and (8) and 28A.05.060. 85-12-037 (Order 13-85), § 180-50-315, filed 6/3/85. Statutory Authority: RCW 28A.04.120 (6) and (8). 84-21-004 (Order 12-84). § 180-50-315, filed 10/4/84.]

WAC 180-51-110 Equivalence credit for alternative learning experiences, non high school courses, work experience, and challenges. The board of directors of a district offering a high school diploma shall adopt rules providing for the granting of high school graduation credit for alternative learning experiences, non high school courses, work experience, and challenges. High school credits may be given for, but not limited to, the following:

(1) Planned learning experiences conducted away from the school under the supervision or with the approval of the school;
(2) Work experience on the basis that four hundred five hours of work experience equals one credit;
(3) National guard high school career training;
(4) Postsecondary courses in accredited colleges and universities;
(5) Courses in accredited or approved vocational-technical institutes;

(6) Correspondence courses from accredited colleges and universities or schools approved by the National University Extension Association or the National Home Study council;
(7) Other courses offered by any school or institution if specifically approved for credit by the district; and
(8) Credit based on competency testing, in lieu of enrollment or taking specific courses, may be granted by the district.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-51-115, filed 8/6/90, effective 9/6/90. Statutory Authority: Chapter 28A.05.RCW 84-11-049 (Order 7-84), § 180-51-115, filed 5/17/84.]

COMMUNITY AND TECHNICAL COLLEGE BOARD POLICIES RELATING TO COMMUNITY-BASED LEARNING PROGRAMS

Each campus has a great deal of latitude in the implementation of work-based programs. However, in order to ensure commonality where required for legal purposes and with regard to the awarding of credits, the State Board, with input from system personnel, has developed community-based learning program policies which have been ratified by the presidents.

The State Board for Community and Technical Colleges encourages the use of any instructional mode or program that integrates campus and community to provide students with supervised learning experiences in employment settings related to their educational and career objectives.

The State Director is authorized, in consultation with the college districts, to establish and maintain guidelines and procedures pertaining to cooperative education, clinical experience, internships, or other forms of community-based learning.

Definition of Terms

Community-based Learning - Any instructional mode or program that integrates the resources of the campus and the community in order to provide students with supervised learning experiences in an employment setting that relates to their educational and/or career objectives. Such instructional programs will include, but may not be limited to, the following:

1. Cooperative education conforming with Vocational Education, Higher Education and other statutory authorities.
2. Clinical Experience.
3. Internships.

Community-based Learning Training Agreement - A written agreement between a student, training site supervisor, and a school coordinator that specifies the student's education and work experience goals and expected training site learning situation.

Guidelines:

Prior to student placement:

1. All community-based learning shall be under the direct supervision of the community or technical college.
2. The college and the community-based training site supervisor must ensure that students participating in community-based learning situations will not displace regular employees doing comparable work and that the employer will comply with applicable state and federal minimum wage laws for all compensable positions. (See "Non-Displacement of Workers,"

WASHINGTON STATE PLAN FOR VOCATIONAL EDUCATION, and "Advisory Committees for Vocational Programs," SBCTC STANDARD POLICY AND PROCEDURES MANUAL, 4.80.00.)

3. Prior to placement, the student should meet the prerequisites established by each department and obtain permission from a faculty advisor. This may include minimum g.p.a., full-time student status, attended 1-2 previous quarters at college, or specific departmental requirements.
4. A written agreement shall be drawn involving each participating training site, the student, and the community or technical college. Such agreements shall stipulate the respective responsibilities and conditions under which the learning experiences will take place, as well as identifying the student objectives and work experiences needed to achieve those objectives. The agreement should be signed by the training site supervisor, the coordinator and the student.
5. A student may receive both credit and monetary reimbursement for relevant educational experiences acquired at the training site.
6. The following shall apply to all students enrolled in programs utilizing the cooperative education method of instruction:
    a. The student shall receive at least the minimum hourly wage as established by the United States Department of Labor and the Washington State Department of Labor and Industries for all compensable positions.
    b. The student shall be covered under State Industrial Insurance or other applicable insurance against injury incurred at the training site.
    c. The student shall not be placed in hazardous work except as the placement conforms to minimum age requirements for such work.
7. The faculty coordinator shall ensure that at least one on-site visit occurs per quarter, and that conferences and/or seminars are held for at least the equivalent of one hour per week.

Pertaining to program administration:

1. Student placement should be coordinated by staff with expertise in the area of instruction. The ratio of students to coordinator should be such as to ensure quality of experience in the respective programs.
2. Special training and workshops for faculty coordinators are encouraged.

Concerning student supervision and evaluation:

1. The faculty coordinator should meet regularly with the student(s) in conferences or in seminars at agreed upon times and regularly participate in on-site visits.
2. Predetermined grading procedures should be based on the evaluations of the training site supervisor and the faculty coordinator, and copies of these evaluations should be maintained by both the faculty coordinator and the co-op office.

Credits:

1. In 1982 the Washington State Board for Community and Technical Colleges adopted guidelines for community-based learning credits. Several methods for awarding credit were included, giving the local campus options on developing local credit award standards. *(See credit standards below.)*
2. A student intending to enroll in a four year institution should not anticipate transfer of more community-based credits than the number specified in the Inter-College Relations Commission (ICRC) recommendations.
3. The credit standard is a maximum of one credit for:
    a. Ten Quarterly Lecture Hours: When the predominant instructional mode is lecturing and/or discussion continually under the direction and/or supervision of the instructor.
    b. Twenty Quarterly Laboratory Hours: When the predominant instructional mode is independent study in a laboratory, shop, or studio continually under the direction and/or supervision of the instructor.
    c. Thirty Quarterly Clinical Hours: When the predominant instructional mode is cooperative education involving independent study and work activity related to classroom instruction performed under the planned direction of the faculty coordinator and the immediate supervision of the training site supervisor.
    d. Fifty Quarterly "Other" Hours: Work activity for which little or no supervision is provided including, but not limited to, internships, and community involvement.

Appendix G

WORKPLACE CHARACTERISTICS AND SCANS SKILLS

Taken from the ***Report from the Secretary's Commission on Achieving Necessary Skills*** issued in 1991 by the U.S. Department of Labor.

CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACES

Traditional Model	High Performance Model
Strategy	
• mass production	• flexible production
• long production runs	• customized production
• centralized control	• decentralized control
Production	
• fixed automation	• flexible automation
• end-of-line quality control	• on-line quality control
• fragmentation of tasks	• work teams, multi-skilled workers
• authority vested in supervisor	• authority delegated to worker
Hiring and Human Resources	
• labor-management confrontation	• labor-management cooperation
• minimal qualifications accepted	• screening for basic skills abilities
• workers as a cost	• workforce as an investment
Job Ladders	
• internal labor market	• limited internal labor market
• advancement by seniority	• advancement by certified skills
Training	
• minimal for production workers	• training sessions for everyone
• specialized for craft workers	• broader skills sought

Figure B

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

- *A.* ***Time***—Selects goal relevant activities, ranks them, allocates time, and prepares and follows schedules
- *B.* ***Money***—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- *C.* ***Materials and Facilities***—Acquires, stores, allocates, and uses materials or space efficiently
- *D.* ***Human Resources***—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- *A.* ***Participates as Member of a Team***—contributes to group effort
- *B.* ***Teaches Others New Skills***
- *C.* ***Serves Clients/Customers***—works to satisfy customers' expectations
- *D.* ***Exercises Leadership***—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- *E.* ***Negotiates***—works toward agreements involving exchange of resources, resolves divergent interests
- *F.* ***Works with Diversity***—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- *A.* ***Acquires and Evaluates Information***
- *B.* ***Organizes and Maintains Information***
- *C.* ***Interprets and Communicates Information***
- *D.* ***Uses Computers to Process Information***

Systems: Understands complex inter-relationships

- *A.* ***Understands Systems***—Knows how social, organizational, and technological systems work and operates effectively with them
- *B* ***Monitors and Corrects Performance***—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- *C* ***Improves or Designs Systems***—suggests modifications to existing systems and develops new or alternative systems to improve performance

Teaching: Works with a variety of technologies

- *A.* ***Selects Technology***—chooses procedures, tools or equipment including computers and related technologies
- *B.* ***Applies Technology to Task***—Understands overall intent and proper procedures for setup and operation of equipment
- *C.* ***Maintains and Troubleshoots Equipment***—Prevents, identifies, or solves problems with equipment, including computers and other technologies

Figure C

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- *A.* ***Reading***—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- *B.* ***Writing***—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- *C.* ***Arithmetic/Mathematics***—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- *D.* ***Listening***—receives, attends to, interprets, and responds to verbal messages and other cues
- *E.* ***Speaking***—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason

- *A.* ***Creative Thinking***—generates new ideas
- *B.* ***Decision Making***—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- *C.* ***Problem Solving***—recognizes problems and devises and implements plan of action
- *D.* ***Seeing Things in the Mind's Eye***—organizes and processes symbols, pictures, graphs, objects and other information
- *E.* ***Knowing How to Learn***—uses efficient learning techniques to acquire and apply new knowledge and skills
- *F.* ***Reasoning***—discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- *A.* ***Responsibility***—exerts a high level of effort and perseveres towards goal attainment
- *B.* ***Self-Esteem***—believes in own self-worth and maintains a positive view of self
- *C.* ***Sociability***—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- *D.* ***Self-Management***—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- *E.* ***Integrity/Honesty***—chooses ethical courses of action

INTEGRATING SCANS SKILLS INTO THE CURRICULUM

COMPETENCIES

Resources

1. Have students help determine how class time can be used to best advantage.

2. Ask students to estimate the length of time a project or assignment will take, and see how close they come. Ask them how they might estimate differently next time. Why?

3. Have students make schedules/pie charts of how they spend their time. Is the ratio consistent with what they value? Are they using their time to best advantage? Discuss. Can we learn to allocate time differently? Can we work smarter to "make more time?" Discuss why the ability to allocate time is an important work skill.

4. Give students a monthly income figure and ask them to prepare a budget. Ask them what they expect to earn when they begin working. Why did they pick that figure? Why would anyone be willing to pay them that much?

5. Have them see that any budget they make in the future will be a result (function) of their skill level. Show students how to make a function machine. Drop a low skill level in the function machine and see what happens.

6. Have students help allocate materials, space, etc. Is current classroom space being used most efficiently? Has anyone ever questioned this? Are seats arranged to optimize learning?

7. Do a skills/learning styles analysis of class members. Determine how each could make the most effective contribution to the class. Take turns utilizing the skills of different class members. Evaluate each others' performance in non-threatening ways, including the instructor's. Provide feedback to each other and ask questions about the feedback.

Interpersonal

1. Organize class into teams. Assign tasks/assignments requiring team members to depend on each other. Assign specific roles in teams. Identify components of effective teams and attributes of effective team members.

2. Make up a problem. Ask each class member to solve it working alone. Then ask them to work in groups, telling each other how they solved the problem. Discuss the difference between working alone and working as part of a group.

3. Have each student teach others a concept/process. Ask them to describe what is going on "in their heads" as they teach, and have others respond to that.

4. Talk about customers. What is meant by a customer driven economy? How can we learn to anticipate and satisfy someone else's expectations? Who are some of the students' customers? Are they fellow students, teachers, administrators, parents, community members? What new customers are they likely to encounter in the future? What skills will they need in order to meet the expectations of these new customers? Who are the instructor's customers? What are students' expectations? How can instructors better satisfy them?

5. Discuss leadership. Define a leader. Why are some people leaders? Are they born that way? Can anyone become a leader? Why do there appear to be so few leaders today? What would it take to change that? Is there a difference between being a leader in math, sports, music, or government? Are there similarities?

6. Ensure that every student has an opportunity to be a leader in class. This means stating a position and convincing/persuading others that the idea has merit. It also means being willing to have one's opinions challenged.

7. Expect every student to be able to challenge something responsibly. This means being able to question for information without ridiculing or putting someone else down. It means generating ideas to improve the common good.

8. Teach students how to negotiate; model these behaviors. Negotiate grades, assignments, contracts, uses of materials and equipment. Negotiate according to learning style. Negotiate for roles in groups.

9. Teach conflict resolution and see in how many ways it can be used. Teach people how to reframe issues and expand construct systems in order to increase the number of available options.

10. Ask students to discuss stereotypes. (Examples might include stereotypes about: people of color, people with disabilities, occupations, people representing different income or educational levels, courses, sexual orientation, gender, age, people who are in corrections institutions, etc.)

11. Discuss pecking orders, feeling left out, being different, etc. Discuss ethnocentricity, different customs, beliefs, etc. Make it clear that they will be required to work and function in a world of diversity upon leaving school. My way or our way may be important to us; but others have ways of being and viewing the world that are equally important to them. What can we do to ensure that everyone is able to contribute and maximize his/her potential? (Many of the concepts here relate to negotiation and conflict resolution.)

Information

1. Rather than giving students answers, teach them how to find their own answers. Use the networking principle. Have them view each other as information resources.

2. Teach students how to interview for information. Use the who, what, when, where, how and why questions. Teach them that there are many ways to frame a question in order to get information.

3. Teach them how to evaluate information. How current is it? How credible is the source? Is the information useful? (This is different from asking whether or not I agree with it.)

4. Discuss what is meant by the statement, "Information is power." Ask students what information they might need to increase their power base.

5. How can information be stored most efficiently? Ask students how they access information now. (Do they write things down in any kind of order, keep things in their heads, maintain journals, etc.?) As the instructor, share with students how you store and access information.

6. Can students use computer skills to access and maintain information? Show how local businesses and agencies (including your own) do this.

7. How is information classified? Why are classification systems important? How do students classify things? What happens when we change classification systems? What classification systems are used in different school subjects? What is the relationship between personal classification systems, construct systems, and learning styles?

8. Give students different types of information and ask them to interpret it orally, in writing, or both. (This could be a story, a project, a process, a math problem, a conflict.) The major question in interpretation is, "What does this mean?" Have students explain their interpretations until they are clearly understood by others. Determine the implications for members of the class. (What is the connection between interpretation of information and both the legal and criminal justice systems?)

Systems

1. Ask students to examine a variety of systems. (Examples might include a number system, the Solar System, the penal system, the education system, a system of government, a mechanical system, an accounting system, a computer system, systems of the body.) What do they have in common? Why is it important to understand systems? What kind of system will you be operating in? What will the rules be? What will be expected of you? What will you expect of others? What will be the pieces of the system? What will you need to know to operate in this system?

2. Ask students to examine their own personal systems. What are the components? (Mental, physical, emotional, spiritual, social, etc.) How do they fit together? How do they interact to help us reach a goal?

3. Ask students to predict/estimate results, and to determine their skill in doing so.

4. Ask students to identify deviations in their performance.

5. Ask students to look at trends and determine implications for themselves. (Examples might include employment trends, economic trends, demographic trends.) Help them understand that by understanding systems and recognizing trends, they can recognize potential trouble spots and head them off.

6. Ask students to improve a system. How would you improve the education system? The penal system? Our system of government? Why would these systems be better with your improvements in place? Be willing to have your improved system open to scrutiny.

7. Ask students to design their own individual systems for successful living. What are the major pieces? What behaviors are required to pull it off? What continuous improvement program would be helpful?

Technology

1. Give students tasks and have them determine the best technology to use. (This may require some research.) Ask them to set up and operate a variety of equipment. Ask them to describe intent and proper procedures for setting up and operating equipment.

2. Teach computer skills to students. Have them write letters on word processors; have them develop a resume—let them move data around. Have them write a variety of cover letters describing their skills. Help them become familiar with many programs.

3. Teach students about the kinds of technology that can help them reach their goals. This is especially important for individuals with learning difficulties.

Basic Skills

1. Have students read and interpret a variety materials; charts, graphs, stories, manuals, schedules, timetables. Ask them to explain to others what they are reading.

2. Have students write a variety of documents; poems, essays, ideas, information, messages, letter, memos, flow charts. Have students exchange papers and edit each others' work. Discuss the importance of writing in a way that is appropriate for the occasion.

3. Ask students to interpret information from charts, graphs, and statistical tables. Help them see how arithmetical concepts are part of a larger system.

4. Give students statistical information and ask them to interpret this. Ask them to determine if certain things are possible. Show how a knowledge of mathematics is important for the quality movement.

5. Teach listening skills. (Examples include active listening, interpreting body language, paraphrasing to ensure understanding.) Model these skills as the instructor. Make sure students understand the importance of checking things out.

6. Ensure that students have many opportunities to speak in front of the class and in smaller groups. Make sure they can articulate a point of view so it is clear to listeners. Teach them to "read" their audience so they will know if their message is being received.

Thinking Skills

1. Ask students to think of all of the things that can be done with a _____. Teach brainstorming, clustering and mindmapping.

2. Ask what would happen if . . .

3. Ask, "What could this become?"

4. Ask students to examine their construct systems, and the construct systems of others.

5. Think of decision making as "the process of arranging and rearranging information into a choice of action." (This provides an opportunity to show why having access to good information is so important.) Ask students to describe their decision making processes in specific situations. Let them ask questions of each other. Ask them what would happen if they changed the ways in which they arranged or rearranged information.

6. Ask students to identify problems that need solving. Have them frame statements carefully so the "real" problems emerge.

7. Ask students to identify discrepancies between what is and what could/should be, then design strategies for reducing or eliminating the discrepancies. Keep the focus on what **they** can do. (Generating ideas about how **others** should behave is not necessarily problem solving.)

8. Have students evaluate and monitor progress of a problem solving activity they have undertaken.

9. Teach visualization to students. Ask them to visualize a finished product, a new process in operation, or their own success.

10. Make sure students know and understand their respective learning styles. Have them articulate both orally and in writing how they learn best.

11. Teach fallacies in reasoning that cause us to make erroneous assumptions about a variety of things.

12. Make sure students understand an array of generalizing principles that can be used in a variety of situations.

13. Teach students about simple syllogisms.

Personal Qualities

1. Discuss the total quality movement, and what it means. Include here the importance of continuous improvement and a value added philosophy. Show how these qualities are necessary for both individual and organizational success.

2. Ask students to maintain skills journals. Have them design resumes or qualifications briefs that include their skills. (Link learning style to self-esteem.)

3. Use listening and questioning skills indicated earlier to help students function successfully in social situations. Design classroom activities requiring a variety of social interaction. Demonstrate "procedures" such as shaking hands, etc.

4. Ask students to describe themselves. This could be both orally and in writing. Have them include strengths, weaknesses, values, interests, dreams, goals, etc. Ask them to share this information with and get feedback from at least one other person.

5. Discuss honesty/integrity. Is there a difference between personal and public integrity? What is it? What are some of the major ethical issues facing us today? What would it take to resolve them?

Appendix H

THE DEVELOPMENT OF LEARNING OBJECTIVES

Definition of Learning Objectives

Sample Worksite Learning Objectives and Evaluation Form

Sample Learning Objectives Worksheets

For more information and resource materials please contact the Washington State Work-based Learning Resource Center at 206-870-3737, 800-643-4667, fax 206-870-3748, E-mail wa-wbl@halcyon.com or at website www.wa-wbl.com.

APPENDIX H

LEARNING OBJECTIVES

WELCOME TO CO-OP! Each quarter that you are enrolled in the Cooperative Education Program, you will be required to develop specific goals or **Learning Objectives** for your job.

Question

What is a Learning Objective?

Answer

Learning Objectives refer to a set of statements which clearly and precisely describe a result you want to accomplish during your work term.

- Objectives should be stated in terms of the results you want to achieve. Ask yourself, "What do I want to be able to **do** at the end of the quarter that I can't do now?"—OR—"What do I want to **know** at the end of the quarter that I don't know now?"
- Objectives should be **specific, reasonable, achievable,** and **measurable**.

Question

Is there only one kind of Learning Objective?

Answer

No. There are four types of Learning Objectives applicable to Co-op.

1. ***Career Orientation Objectives***

   These relate to your career goal or career growth. They could include career exploration through informational interviewing, observation, reading, and special topic research. (Written reports are included if you choose this type of objective.)

2. ***Skills Acquisition Objectives***

   These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.

3. ***Skills Application/Development Objectives***

   These relate to improving or developing your current skills. You might find aspects of your job that you can improve upon, or specific problems in the work area to be solved with measurable results.

4. ***Human Relations Objectives***

   These relate to improving communication and interpersonal skills which can create a more positive environment. You could choose to improve your ability

to work with supervisors, fellow workers, customers, etc., or improve your communication skills through public speaking, one-to-one dialogue, or listening to others.

QUESTION

How do I write a good Learning Objective?

ANSWER

By carefully reading the following steps, you can learn how to write an effective Learning Objective.

Step One

Decide **WHAT YOU WILL ATTEMPT TO ACCOMPLISH**. Use action words which will communicate what you intend to do. Examples of action words and ideas are listed below:

Analyze data...

Assume responsibility for...

Compile statistical data...

Create and/or **Design** new systems, plans, processes and methods of operation...

Cross-train with co-workers to learn...

Develop a working knowledge of...

Evaluate clients, programs, services, etc...

Explain how...

Guide...

Implement new plans, procedures or ideas...

Improve the quality of... or skills in...

Increase the level of output, amount of sales, etc...

Learn new techniques, procedures, etc...

Revise present policies, procedures, materials, methods...

Teach others to...

Train new employees, counselors, staff, etc...

Write correspondence, reports, scripts, promotional brochures, manuals, etc...

EXAMPLE

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will learn how to manage my time effectively. By the end of the quarter I will be able to set priorities, establish manageable goals, meet deadlines, and accomplish more work in less time.

Step Two

Decide **HOW YOU WILL ACCOMPLISH IT**. Explain **how** you plan to do what you said you would do. Examples of action words and ideas are listed below:

Receive training/instruction from my supervisor, co-workers or others.

Observe the task being performed by others.

Research a subject area related to work or career goals.

Consult or **Interview** outside specialists.

Maintain a daily or weekly journal of activities.

Perform a task repetitively until it can be accomplished without supervision.

EXAMPLE	**HOW WILL YOU ACCOMPLISH IT?** *A. Read **Time Management Made Easy** by P. Turla and K. Hawkins.* *B. Maintain daily "TO DO" lists.* *C. Set up a tickler file.* *D. Establish a "routine;" practice self-control and discipline.*

Step Three

Decide **HOW THE RESULTS CAN BE MEASURED**. Explain **how** your learning will be demonstrated and evaluated. Examples of action words and ideas are listed below:

Performance will be observed and evaluated by my supervisor.

I will **produce** a final product (report, notebook, journal, etc.) for evaluation.

My supervisor will evaluate my **knowledge** through questioning and/or testing.

EXAMPLE	**HOW WILL YOU MEASURE THE RESULTS?** *My supervisor will evaluate my ability to produce **more** work in **less** time. I will submit the following to my faculty coordinator: Daily "TO DO" lists, tickler file, and a short report outlining what I have identified as my own personal time wasters, as well as the time-savers I have implemented to do my job better* and faster.

IMPORTANT: Please review "specific" Learning Objective examples on the attached handout.

Whatcom County

COMMUNITY AND WORK-BASED LEARNING PROGRAM

REGIONAL WORKSITE LEARNING OBJECTIVES AND EVALUATION FORM

Work/Training Period _____

Student Name: _____ Student ID Number: _____
Last First MI

School/Program: _____

Learning/Worksite Organization: _____

Worksite Supervisor: _____ Telephone Number: _____

The learning/worksite supervisor, school/program coordinator, and student/trainee agree to the following learning objectives for the period beginning _____ and ending _____. Each objective should be stated in measurable terms and describe an accomplishment, skill, knowledge, or behavior that will be an outcome of successful participation in this learning/work experience. In short, each learning objective should answer the following questions:

What is the task to be completed?
How will the objective be accomplished?
What skills and abilities are to be demonstrated?
How will the objective be measured and evaluated?
When will the objective be completed?

Learning Objective 1: _____

_____

_____

_____

Performance Evaluation	**Meets Objective**		**Needs Work**	
Comments (Comment on accomplishments):				

Learning Objective 2: _____

_____

_____

_____

Performance Evaluation	**Meets Objective**		**Needs Work**	
Comments (Comment on accomplishments):				

Learning Objective 3: _____

_____

_____

_____

Performance Evaluation	**Meets Objective**		**Needs Work**	
Comments (Comment on accomplishments):				

Learning Objective 4: _____

_____

_____

_____

Performance Evaluation	**Meets Objective**		**Needs Work**	
Comments (Comment on accomplishments):				

What are some of the outstanding qualities of this student/trainee?

What skills or qualities need improvement?

Evaluation of overall workplace attitudes and behaviors.

Rating: **3** = Demonstrates Competence/Excels **2** = Performs Adequately **1** = Needs Improvement

Maintains company set attendance			Exercises respect for the workplace		
Works well with others; effective team member			Understands and practices safety procedures		
Accepts suggestions and constructive criticism			Demonstrates knowledge of job duties/training expectations		
Has appropriate communication/social skills			Demonstrates ability to solve work-related problems		
Uses time effectively			Work is done carefully and correctly		
Demonstrates initiative					
Demonstrates interest and enthusiasm					

Cooperative Education Learning Objectives Agreement

North Seattle Community College • Cooperative Education Office • 9600 College Way North • Seattle, WA 98103 • (206) 527-3685

Student Name	Soc. Sec. #	Agency/Company	Quarter/Year
Supervisor		Address	Supervisor's Phone

Please transfer the learning objectives from your worksheet. Type or press (write) firmly.

OBJECTIVE

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:

A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:

A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:

A.
B.
C.

Final Grade

3. How will you measure the results?

1. What will you attempt to accomplish?

Mid-term grade

2. How will you accomplish it? Steps to achieve objectives:

A.
B.
C.

Final Grade

3. How will you measure the results?

We agree with the validity of these Learning Objectives. At the end of the quarter these objectives will be reviewed and will serve as the basis of the final evaluation by the Supervisor and Faculty Coordinator.

Student's Signature	Supervisor's Signature	Coordinator's Signature

Final Evaluation Criteria

Place the numerical score next to each objective. Numerical grades should be considered equivalent to letter grades as follows.

Excellent ·	A 4.0 - 3.9	The student has exceeded all the performance expectations for this objective.	
High ·	A- 3.8 - 3.5	The student regularly works beyond a majority of the performance expectations for this objective.	
	B+ 3.4 - 3.2		
Average ·	B 3.1 - 2.9	The student has met the performance expectations for this objective.	
	B- 2.8 - 2.5		
Minimum ·	C+ 2.4 - 2.2	The student has failed to meet one or more of the significant performance expectations for this objective.	
	C 2.1 - 1.9		
	C- 1.8 - 1.5		
Unsatisfactory ·	D+ 1.4 - 1.2	The student has failed to meet the performance expectations for this objective.	
	D 1.1 - 0.9		
	D- 0.8 - 0.7		
	E 0.0		

150

White - Co-op Office Yellow - Coordinator Pink - Student Gold - Employer

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Learning Objectives Worksheet

1. **Job Description:** Write a brief description of your employer's mission, your role and specific duties.

2. **Performance:** What will you be able to do by the end of the term? What is your goal or intended outcome for learning?

   a.

   b.

   c.

3. **Activities:** What reading, writing, interviews or other activities will you do to reach your goals above?

   a.

   b.

   c.

4. **Evaluation:** What evidence will you provide your faculty coordinator to document that you achieved your learning objectives? List the dates by which you will complete the activities and the criteria by which you will be judged.

   a.

   b.

   c.

North Seattle Community College

Cooperative Education
Learning Objectives Worksheet

Cooperative Education and Career Services
9600 College Way North, Seattle, WA 98103-3599
(206) 527-3685

An Equal Opportunity Employer

Name _____ Course Number _____

Directions

1. Discuss with your faculty coordinator and/or job supervisor the description of your job if you need ideas for goals or objectives.
2. Write your learning objectives on the **Learning Objectives Worksheet.**
3. Show your worksheet to your employment supervisor, discuss the objectives and revise them if necessary.
4. Review your learning objectives with your faculty coordinator for his/her approval or suggestions. If necessary, make the objectives more specific or measurable.
5. **After** your learning objectives have been approved by your faculty coordinator, transfer them to the **Learning Objectives Agreement.** You and your job supervisor should sign the agreement. This document should then be turned in to your faculty coordinator. (Note: submit **all** copies to your coordinator.)

Objective #1:

1. What will you attempt to accomplish? _____

2. How will you accomplish it? Steps to achieve objective:

a. _____

b. _____

c. _____

d. _____

3. How will you measure the results? _____

Objective #2:

1. What will you attempt to accomplish? _____

2. How will you accomplish it? Steps to achieve objective:

b. _____

c. _____

d. _____

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3. How will you measure the results? _____

Objective #3:

1. What will you attempt to accomplish? _____

2. How will you accomplish it? Steps to achieve objective:

a. _____

b. _____

c. _____

d. _____

3. How will you measure the results? _____

Objective #4:

1. What will you attempt to accomplish? _____

2. How will you accomplish it? Steps to achieve objective:

a. _____

b. _____

c. _____

d. _____

3. How will you measure the results? _____

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Seattle Central Community College
Cooperative Education Program

LEARNING OBJECTIVE EXAMPLES for COMMUNICATION SKILLS

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will improve my speaking/presentation skills. I will learn how to define my audience; organize and present information in a clear, concise manner (to include delivery style, rate, volume, etc.); use visual aids and involve the audience in a presentation.

HOW WILL YOU ACCOMPLISH IT?

A. Attend at least three events and listen/observe public speakers.
B. Read 25 Tips to a Better Presentation, by Michael Buschmohle, President of Applause Associates.

HOW WILL YOU MEASURE THE RESULTS?

I will introduce the guest speakers at 5 company-sponsored training workshops and give a 30-minute presentation to my co-workers by the end of the quarter. My performance will be evaluated by my supervisor.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will improve my written communication skills by producing clearly written letters and memos.

HOW WILL YOU ACCOMPLISH IT?

A. Review The Gregg Reference Manual to learn the essential elements of a letter and memo.
B. Review A Writer's Reference, by Diana Hacker, for basic writing tips and techniques.
C. Review documents written by supervisor and co-workers.
D. Write six memos and six letters during the quarter.

HOW WILL YOU MEASURE THE RESULTS?

My supervisor will review the documents and evaluate my performance on this objective at the end of the quarter.

LEARNING OBJECTIVE EXAMPLES for HUMAN RELATIONS/INTERPERSONAL SKILLS

These relate to improving human relations and interpersonal skills which can create a more positive environment.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will learn how to manage my time effectively. By the end of the quarter I will be able to set priorities, establish manageable goals, meet deadlines, and accomplish more work in less time.

HOW WILL YOU ACCOMPLISH IT?

A. Prepare an outline of daily, weekly and monthly job responsibilities.
B. Maintain an accurate log of daily activities.
C. Research and utilize time management strategies.
D. Identify timewasters on a daily basis.
E. Meet with supervisor on a weekly basis to review priorities and activities.
F. Consult supervisor before working outside my job description.

HOW WILL YOU MEASURE THE RESULTS?

At the end of the quarter, my supervisor will evaluate my ability to produce more work in less time.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will improve my planning and follow-through skills in order to complete assignments in a more timely manner.

HOW WILL YOU ACCOMPLISH IT?

A. Develop a log-in/tracking form to record client inquiries, work assignments and special projects.
B. Respond to client inquiries within _____ hours.
C. Respond to correspondence/projects within _____ hours of request unless otherwise directed.

HOW WILL YOU MEASURE THE RESULTS?

My supervisor will review my log-in/tracking form periodically throughout the quarter and conduct a final review at the end of the quarter.

Seattle Central Community College
Cooperative Education Program

LEARNING OBJECTIVE EXAMPLES for HUMANITIES

Skills Application/Development Objectives

These relate to improving or developing your current skills. You might find aspects of your job that you can improve upon, or specific problems in the work area to be solved with measurable results.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will improve my teaching/training skills by increasing a client's expressive/receptive signing vocabulary by 40 words.

HOW WILL YOU ACCOMPLISH IT?

A. I will submit a list of 40 words (8 categories; 5 words in each category) to my supervisor for her approval.
B. New words will be introduced to my client every Wednesday. On Mondays I will give "sign checks" and review with the client.
C. A log of the individual's progress will be kept.

HOW WILL YOU MEASURE THE RESULTS?

A communication log will be maintained which will include results from the sign checks. In addition, a final check will be given at the end of the quarter to serve as an evaluation tool.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

By the end of the quarter I will improve my broadcast delivery.

HOW WILL YOU ACCOMPLISH IT?

A. I will conduct 8 radio interviews.

HOW WILL YOU MEASURE THE RESULTS?

By the end of the quarter my voice will be clearer with more articulation. My questioning will sound natural and conversational. My intervals will have a forward flow and I will control all questioning. A sample tape will be made to demonstrate improvement.

Seattle Central Community College
Cooperative Education Program

LEARNING OBJECTIVE EXAMPLES for HUMANITIES

Skills Acquisition Objectives

These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

This example has been provided by Green Corps. Learn how to plan media strategy as part of an environmental campaign. Learn how to coordinate and execute media events. Learn how to use the media as an advocacy tool to educate the public about environmental campaign issues and to build visability for events and Green Corps.

HOW WILL YOU ACCOMPLISH IT?

A. Receive training and read educational materials on how to plan, execute, and coordinate media events from Green Corps organizer.
B. Attend one-on-one weekly meetings with organizer to plan weekly priorities and activities.
C. Assist in planning media strategies and tactics and in carrying out media events (organizing news conferences, arranging interviews for print and radio, coordinating production of publications, etc.).

HOW WILL YOU MEASURE THE RESULTS?

Maintain weekly journal documenting activities and personal learning. Track media coverage of events and compile in media binder. Specific media events and quarterly progress will be evaluated by my supervisor.

LEARNING OBJECTIVE EXAMPLES for OFFICE OCCUPATIONS

Skills Acquisition Objectives

These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will learn Word for Windows to create memorandums, letters and reports. I will learn how to create, edit, print, retrieve and save documents.

HOW WILL YOU ACCOMPLISH IT?

A. Review the Word tutorial.
B. Consult experienced personnel for instruction and/or guidance.

HOW WILL YOU MEASURE THE RESULTS?

My supervisor will evaluate the quality of all documents produced at the end of the quarter.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will revise the current office filing system to achieve a more efficient method of handling, storing, and retrieving records.

HOW WILL YOU ACCOMPLISH IT?

A. Research various filing systems available for implementation.
B. Meet with supervisor to determine which information should be stored on a long-term basis and which should be stored on a short-term basis.
C. Create new categories if necessary.
D. Dispense of old files.
E. Compile a list of all file names.

HOW WILL YOU MEASURE THE RESULTS?

Results can be measured by the acceptance, implementation and efficiency of the new system.

Seattle Central Community College
Cooperative Education Program

LEARNING OBJECTIVE EXAMPLES for VISUAL & APPLIED COMMUNICATIONS

Skills Acquisition Objectives

These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will learn how to duplicate audio tapes on two high-speed duplicating machines and learn basic troubleshooting techniques for both machines.

HOW WILL YOU ACCOMPLISH IT?

A. Read manuals for both machines.
B. Have my supervisor show me the proper duplicating and troubleshooting procedures for both machines.
C. Practice duplicating tapes.

HOW WILL YOU MEASURE THE RESULTS?

I will duplicate a tape on each machine and have my supervisor evaluate the quality of the duplicates against the master copy.

WHAT WILL YOU ATTEMPT TO ACCOMPLISH?

I will develop a working knowledge and become more experienced with new and different video equipment.

HOW WILL YOU ACCOMPLISH IT?

A. Attend TCI orientation.
B. Complete portapak, studio camera, editing and remote van certification process.

HOW WILL YOU MEASURE THE RESULTS?

By obtaining TCI certification on the equipment listed above.

Appendix J

EDUCATIONAL TAXONOMIES

***Cognitive Domain**, by Benjamin S. Bloom, 1956.*

1. **Knowledge:** Involves recall or recognition of specific facts. Focus is on remembering. Television game shows, Trivial Pursuit, and many "objective" tests focus on this type of learning. "What do I know?"

2. **Comprehension:** Involves putting knowledge in a different form by paraphrasing, summarizing, interpreting, or inferring. It represents the lowest level of understanding because a person can use the information without seeing the big picture. "What does this mean?"

3. **Application:** Involves using knowledge in new, not previously learned ways. Requires the ability to use abstractions in concrete situations. Seeing relationships/connections is an important skill here. "How can I use what I know in different situations?"

4. **Analysis:** Involves breaking material down into its constituent parts, seeing how the parts are related, and being able to explain these relationships. "Why does this work as it does?"

5. **Synthesis:** Involves putting together elements and parts into a new pattern or structure that was not there before. It is the category in the cognitive domain that most clearly provides for creativity. "What can I create from the information and ideas I have?"

6. **Evaluation:** Involves using criteria and standards to make judgments about the value of ideas, works, solutions, methods, materials, etc. "Is this accurate, useful, effective, economical, satisfying?"

***Affective Domain**, by David Krathwohl, 1956.*

1. **Receiving (attending):** A willingness to receive or attend to phenomena and stimuli. Learner is passive, but attentive and listening with respect. "I'll at least hear what the person has to say."

2. **Responding:** A willingness to commit in at least some way to participate in the given activity. Learner reacts as well as showing awareness. "I'm not sure why we are doing this, but I'll give it a try."

3. **Valuing:** Acknowledging that something has worth. Learner willingly displays behavior consistent with a belief or attitude. "I can see the importance of this and embrace it as something I need or want to do."

4. **Organization:** Beginning to develop an internally consistent value system. Seeing how values are interrelated, and being able to establish priorities. "Doing this assignment will mean missing my favorite television show, but in the long run developing these new skills will be much more important than my being entertained right now."

5. **Characterization:** Acting consistently in accordance with internalized values to the point that 1) we are described and characterized as having specific, pervasive tendencies and behaviors, and 2) these beliefs, ideas and attitudes are integrated into a total philosophy or world view. "I want to be known as Ms. dependable." "I want my epitaph to read, 'he was never known to utter a cross word about anybody.'"

Psychomotor Domain, by R.H. Dave, 1970.

1. **Imitation:** Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.

2. **Manipulation:** Being able to perform certain actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.

3. **Precision:** Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right."

4. **Articulation:** Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.

5. **Naturalization:** Having high level performance become natural, without needing to think much about it. Examples: Michael Jordan playing basketball, Nancy Lopez hitting a golf ball, etc.

Education programs should address levels of learning as well as the content being learned. When concerns about unmotivated students are raised, the real issue is often the level of learning taking place. Students who don't know why they are learning something probably have a difficult time valuing it, which may mean they spend little time on refinement, exactness and precision.

Appendix K

SAMPLE POLICY RELATED TO LIABILITY ISSUES

This document is a sample generic policy related to liability issues. It needs to be adapted to the specific needs of each individual school district for use at the local level. The document was prepared by the Washington State School Directors' Association (WSSDA).

INSTRUCTION - School-to-Work 2113

VISION

By the year 2000 the district will have School-to-Work programs that benefit all students. The programs will be a basic part of the district's and state's reformed education system. The private sector will continue to support innovation and improvement, and will provide a broad range of work-based and work-related experiences for all students. All students will be motivated and engaged in learning the knowledge and skills they will need to succeed in the global economy of the coming century, and to contribute to the stability, prosperity, and pluralist democratic traditions of America.

STRUCTURE

School-to-Work programs shall be integrated with the general education program and career pathways. Developmentally appropriate School-to-Work programs shall be developed and made available to all students at all grade levels as an integrated part of the curriculum. Learning goals and program elements shall be established for each program. To the extent appropriate, the administrative elements of each School-to-Work program shall be standardized or consistent with the other School-to-Work programs.

Necessary staff development shall be provided both to staff with general instructional responsibilities and those developing and implementing School-to-Work programs to assure that the School-to-Work programs are smoothly integrated into the education program.

Resources for safe and relevant work-based and work-related learning experiences shall be developed in cooperation with the community: employers, labor organizations and public and private agencies. The board directs the superintendent to establish procedures for entering into agreements with employers for work-based and work-related experiences that specify the responsibilities of the district and employer, and address issues including workplace safety, liability, screening of persons who will have regularly scheduled, unsupervised access to students, transportation and student and parent responsibilities. (Every effort shall be made to structure all work-based and work-related learning experiences to avoid circumstances when employees or agents of a participating employer would have regularly scheduled, unsupervised access to students.)

ACCOUNTABILITY

Student achievement and the effectiveness of each School-to-Work program shall be regularly assessed. The board directs the superintendent to develop procedures for involving teachers, counselors and other appropriate personnel in the evaluation of students for placement in the various School-to-Work programs. Each School-to-Work program shall have an assessment process for students while they are in the program and at their completion of the program. Each School-to-Work program shall report annually to the board of directors and the board shall review the effectiveness of each program.

Each participate in School-to-Work programs: district staff, students, parents, employers and employers' workers, have specific responsibilities of which they shall be informed and for which they shall be held accountable.

The board directs the superintendent to develop specific informed consent and medical release documents for students and parents that shall be executed by the student and a parent or guardian whenever a student participates in a School-to-Work program off-campus. The forms developed for each program shall describe the program, delineate the off-campus activities the student will be involved in, provide the location(s) of the off-campus activities, describe who will be responsible for the student's transportation, outline the student's responsibilities in the program, consequences for not meeting those responsibilities and give parent or guardian permission for necessary medical services to be provided to the student while off-campus.

Students shall be subject to the district's discipline policies while traveling to and from and while present at off-campus locations for School-to-Work programs. Violations of student responsibilities may also result in termination from the School-to-Work program. Employers may terminate students from their workplace for violations of workplace rules or regulations or for safety violations.

ADVOCACY

The district shall engage in outreach and cooperative efforts with employers, labor organizations, civic organizations and public and private agencies to create community support for and involvement in School-to-Work programs.

Legal References: P.L. 103-239
School-to-Work Opportunities—Act of 1994
Adoption Date: 081396

AGREEMENTS WITH EMPLOYERS FOR WORK-BASED AND WORK-RELATED LEARNING EXPERIENCES:

Administrators of the various School-to-Work programs shall work with employers to develop opportunities for work-based and work-related learning experiences. The components of these experiences shall be written into agreements between the employers and school district. Each agreement will include assurances from the employer that it is in compliance with all workplace health and safety laws and rules, restrictions on the hours of minor workers or volunteers, and, if students are compensated for their work, that the students are covered by the employer's worker's compensation insurance. Violation of these assurances is grounds for immediate termination from the program. Every effort shall be made to structure each School-to-Work program so that no employee or agent of an employer will have regularly scheduled, unsupervised access to students. Any agreement where any employee or agent of the employer will have regularly scheduled, unsupervised access to a student or students will include an individualized analysis of the safety of the student or students including a provision that such employees or agents shall undergo a background check at the district's expense. The agreement shall identify the district contact person for the program, recommend that the employer not provide transportation for students without prior approval from the district, outline the learning objectives of the program and activities that will be available to the students, notify the employer that students are subject to school discipline for misconduct at the workplace and provide a process for employers to report on the progress of the program and the student participants. Every agreement shall include a provision identifying the process by which the district or employer can terminate the agreement.

EVALUATION OF STUDENTS FOR PLACEMENT IN PROGRAMS:

Each student shall be place in School-to-Work programs consistent with the student's education program and career pathway. To the extent that it is administratively reasonable, teachers, counselors and other staff and employers shall be involved in evaluating students for placement in each School-to-Work program. In some instances it may be appropriate for those staff to designate groups of students who should be eligible for participation in a program, for instance students who have completed particular prerequisites. In other instances it will be necessary to obtain such evaluations from staff regarding the placement of individual students in a program.

Placement of special education students in School-to-Work programs shall be consistent with each student's Individual Education Plan, and, when indicated by circumstances, shall be in consultation with the student's multi-disciplinary team.

COMPLAINT PROCESS:

Students, parents or employers with complaints to the district regarding the operation of off-campus School-to-Work programs shall address the concern to the administrator of the program in question. If the complaint is not resolved to the complainant's satisfaction, the complaint shall be forwarded to the superintendent for review. If the complainant chooses, final appeal on the complaint may be made to the board of directors. To the extent practicable, the process in Policy 4312, Complaints Concerning Staff or Programs, shall be followed. If a specific complaint is better handled by another district policy, complaints alleging discrimination, sexual harassment or appealing the imposition of student discipline for instance, that appropriate policy shall take precedence.

SCHOOL-TO-WORK CHECK-LIST

STUDENT AND PARENTS/GUARDIAN RESPONSIBILITIES

_____ complete all paperwork prior to participation in program (each program should list all paperwork required by their particular program)

_____ provide proof of medical insurance - parent provided coverage or student medical coverage plan purchased through EXCELSERV or other comparable company

_____ provide student emergency medical information, including emergency phone contacts and emergency medical care authorization for worksite as well as school

_____ determine mode of transportation, complete informed consent forms

_____ provide proof of license and auto insurance if providing own transportation

_____ agree to follow all requirements outlined in School-to-Work application

SCHOOL BUILDING RESPONSIBILITIES

(School-to-Work Coordinator + Classroom Teacher)

_____ complete evaluation of program prior to start of program

_____ secure all paperwork prior to student participating in program and forward to district office

_____ provide medical authorization and emergency contact numbers to training site supervisor

_____ screen businesses for compliance with state and federal nondiscrimination regulations, fair labor practices and human resource guidelines

_____ examine worksite conditions for safety concerns

_____ evaluate level of training and supervision provided to student, including occupational safety and health training particular to each site

_____ periodically visit site to monitor program and work activities

_____ have a written process connecting and assessing school-based learning to work-based learning activities

_____ instruct students to whom to report workplace problems

_____ agree to follow all requirements outlined in School-to-Work Agreement

BUSINESS RESPONSIBILITIES

(Owner, Training Supervisor + Job Mentor)

_____ comply with Federal and State Labor and Industry regulations

_____ provide student with safe working environment (condition of premises)

_____ provide student with workers' compensation insurance

_____ provide job specific training for student, including safety orientation

_____ supervise student while on business premises, unless job shadow agreement with one-on-one school district supervision

_____ provide co-workers with training concerning working with young students

_____ design the system so there is no regularly scheduled, unsupervised access to student workers

_____ supervise employees who have direct contact with students

_____ protect business patrons from injury by employees and agents

_____ agree to follow all requirements outlined in School-to-Work Agreement

SCHOOL DISTRICT OFFICE RESPONSIBILITIES

_____ review School-to-Work contracts with School District Insurer prior to signing

_____ ensure consistency in use of forms throughout all district School-to-Work programs

_____ retain all School-to-Work contractual documents according to record retention schedule